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ABSTRACT

The objectives of this three day seminar were to increase the knowledge about the functionally illiterate adult and his characteristics, research about non-reading adults, materials available for them, public library services and programs for illiterate adults as well as basic adult education activities offered by schools and other community agencies. The topics of the papers delivered are: The Functionally Illiterate Adult: Who is He, Where Is He, Why Is He?; Library Materials for Adult New Readers; The Role of the Southern Appalachian Public Library in Dealing With Functional Illiteracy; The Reader Development Program: Philadelphia Free Library; An Approach to Reading Programs for Adults; Comments Relative to Project R.E.A.D.: The Detroit Public Schools Adult Basic Education Program; Guidelines for Library Service to Illiterate Adults: Summery of Conference Discussions; Adult Basic Education: Criteria to be Followed in Approving Programs; Public Library Service to the Functionally Illiterate Adult: A List of Books, Periodical Articles and Films; and Background Readings about Adult New Readers. (Author/SJ)

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PUBLIC LIBRARY SERVICE TO THE ILLITERATE ADULT

Proceedings of a Seminar
March 9-11, 1972

Edited by

Genevieve M. Casey, Associate Professor,
Library Science, Wayne State University

Conducted as part of an Institute on Public Library Service for the Urban Disadvantaged under a grant through the U.S. Office of Education under Title IIB, Higher Education Act of 1965

Wayne State University, Office of Urban Library Research

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Introduction

by

Genevieve M. Casey

A three-day seminar on Public Library Service to the Illiterate Adult was planned by the twenty students enrolled in the USOE/Wayne State University Institute on Public Library Service to the Urban Disadvantaged. The program was planned for the institute participants themselves, for alumni, for students enrolled in the regular library science curriculum at Wayne State University, and for practicing librarians and library administrators in the Detroit Metropolitan Area.

Objectives of the three days were to inform attendees about the functionally illiterate adult and his characteristics, research about non-reading adults, materials available for them, public library services and programs for illiterate adults as well as basic adult education activities offered by schools and other community agencies.

The following resource people delivered papers at the seminar, and aided the participants in development of guidelines for public library service to functionally illiterate adults:

David Alexander, Instructor, GEDCO, Inc.,
Dearborn, Michigan

John Axam, Director, Reader Development Program, Philadelphia Free Library, Philadelphia, Pennsylvania

Evelyn Coskey, Extension Librarian, Kanawha County Library, Charleston, West Virginia

Ann P. Hayes, Evaluation Specialist, Appalachian Adult Education Center, Morehead, Kentucky

Peyton Hutchison, Director, Project READ, Detroit Public Schools, Detroit, Michigan

Helen Lyman, Director, Library Materials Research Project, University of Wisconsin, Madison Wisconsin.

In gratitude to these resource people, and in confidence that what they had to offer deserves to be heard by a wider audience, Wayne State University Office of Urban Library Research publishes these proceedings.

THE FUNCTIONALLY ILLITERATE ADULT
WHO IS HE? WHERE IS HE? WHY IS HE?

by
Ann P. Hayes

As a prelude to what I should like to consider with you today concerning the adult with literacy problems, I shall tell you about the work of the Appalachian Adult Education Center (AAEC) an agency entirely concerned with functional illiteracy, and then try to deal with the questions of definition, and the who, where, and why of illiteracy among adults.

The Appalachian Adult Education Center

The Appalachian Adult Education Center is five years old. Its home base is at Morehead State University in Morehead, Kentucky, seventy-five miles east of Lexington. Morehead is in approximately the geographical center of Appalachia which extends from southern New York to northern Mississippi--parts of thirteen states. We are funded through federal antipoverty legislation under a part of the Elementary and Secondary Education Act called the Adult Education Act of 1966. The Adult Education Act funds each state and territory to offer adult basic education under a state plan. It also funds special demonstration projects and training. The AAEC has drawn on both the special demonstration and the training funds.

However, the AAEC acts as a center rather than as a demonstration project with a beginning, middle, and end; our overall objective is to initiate adult basic education (ABE) where none exists and to upgrade existing ABE in the rural areas of thirteen states which have such pressing urban problems that their rural problems are easy to forget. Our function is, in part, to urge state departments of education to consider how their rural problems feed their urban problems.[1]

Change Agent: Training, Research, Demonstration

The AAEC uses research, demonstration, and training as tools in its change agent role rather than as ends in themselves. The staff takes the stance that unused research and demonstration results make both research and demonstration exercises in futility. Our chief thrust is to develop linkages between organizations and agencies serving our clientele (adult functional illiterates) so that no group tries to play God, no groups duplicate services, and the client comes out on top--an independent man rather than colonial human being over whom agencies are fighting for territorial rights.

The central AAEC staff consists of eight professionals: the director; the research administrator who also serves as chairman of the graduate Department of Adult and Continuing

Education; the curriculum specialist; who also serves as director of the Institute on the Aging; the evaluation specialist who has also served as director of three national teacher-trainer workshops, the media specialist; the learning center and training specialist; the business manager; and the director of the AAEC's adult learning center which serves undereducated adults in eastern Kentucky. Each staff member monitors one or two of the demonstration projects and is involved in team teaching graduate couses and inservice training.

Our training efforts consist of a graduate department of adult and continuing education, national workshops, and continuing in-service work in the thirteen states. We have 150 teacher-trainers in the field in eighteen states from New York to New Mexico. We try to keep track of the numbers of teachers they train and the content and duration of their training efforts, as well as to give them a hand when needed and to do site observations of their efforts (to get an idea of quality as well as quantity of their training.) In training we try to emphasize practical application of theory and to provide for that practice during the training experience.

Our research efforts are directed toward the nature of our client--for example, his dialect or his sense of fatalism.

When Husain Qazilbash, the AAEC curriculum specialist, did the dialect survey we expected to find a north, a middle, a southeast, and a southwest Appalachian dialect. We found one across the region about twenty percent divergent from midwest English dialect and strongly influenced by a Revolutionary-War-era Scottish dialect preserved by the isolation of the mountains. [2]

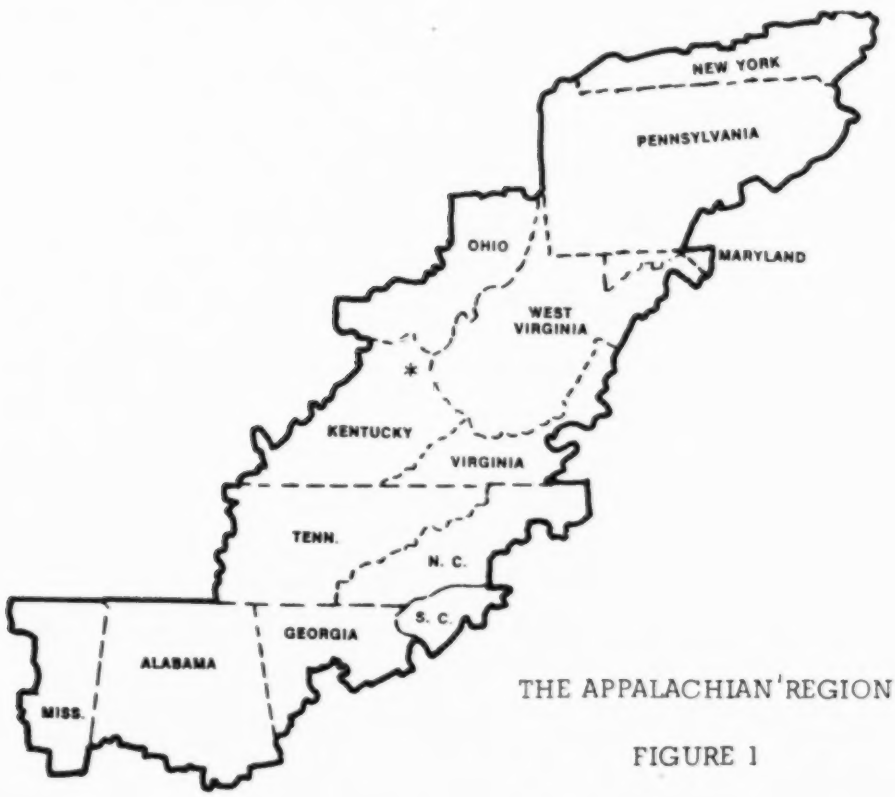
As you are aware, there is really no such thing as standard English in the United States. Many countries do have a language institute to maintain the purity of the tongue, but Americans rely on the dialect that TV and radio announcers use---which is midwest dialect---and call it good English. No language can be bad, of course, that communicates. It just happens that midwest dialect communicates to more prople in this country than most other regional dialects.

Harold Rose, the AAEC research administrator, with James Hensley, a graduate student, studied the sense of fatalism of functionally illiterate adults and the effect of adult basic education on that fatalism. They found ABE students gained a strong sense of control over their environments after only four months of instruction.[3]

AAEC demonstration activities consisted of fourteen projects in eleven states last year. Since the purpose of the

demonstrations is to promote positive change in services to ABE clients, the AAEC works very closely with the decision-makers who are the users of its findings--the people who implement the programs when the demonstration is history.

I shall review the Appalachian Adult Education Center's demonstration projects geographically from north to south.



THE APPALACHIAN REGION

FIGURE 1

New York

The AAEC project in New York is concerned with delivery of ABE using community schools as a vehicle.

Pennsylvania

Finding many superintendents of schools and school board members uninformed about the numbers and needs of adult illiterates and therefore inclined to block programs, the AAEC base developed a project in Pennsylvania to examine ways of working with these all-important decision-makers.

Maryland

In Maryland the AAEC has studied the motivational effect of using machines in ABE instruction---in this case, typewriters. We found that our clients find it much easier to tell their neighbors and families that they are going to learn to type than to tell them they are enrolled to learn to read---although when given a choice they spend much more time studying basic skills than learning to type when they get to the meeting place. The Maryland project developed and is field-testing a typing manual for low-literate adults.

West Virginia

In West Virginia the AAEC followed eighty-five ABE graduates for three years to find out what effect---if any---ABE had on their lives and what kinds of changes needed to be made

in ABE programs to make them more beneficial. On the positive side, the AAEC found that while over half of those studied started as welfare recipients, only five presently are on welfare---and this in an underdeveloped area during a depression. Our clients report much higher life satisfaction. Eighty percent of their children showed a rise in school achievement and a lowering of absenteeism and school behavior problems concurrent with their parents' involvement in education. The combined rise in annual income of 76 of our clients was over $430,000. On the negative side, our clients who started ABE while on welfare (nonvolunteers) report a living style equal to our volunteer students' lives before they entered ABE. Of course, this represents an enormous positive change for our former welfare clients, but they have a long way to go. The most dismal finding was that though those men are now employed, off welfare, and happy to be off welfare, their incomes are lower than they would be if they still drew welfare (counting direct relief payments, food stamps, and medical services.) Unless they receive more training, we fear they will drift back to welfare. Incidentally, one of our findings from the West Virginia study was that public libraries represent one of the most easily available means of continuing education for our clients and that we must do much more to connect services

during ABE instruction so that our clients know of the accessibility and usefulness of this resource to their continuing education.

Virginia

In Virginia the AAEC has been training successful ABE graduates as counselor aides to help in ABE programs with the problems that prevent adults from learning.

Ohio

In Ohio the AAEC first looked at teacher-made supplementary reading materials. Taking the position that commercial publishers could never afford to develop all of the special kinds of materials needed for all of our different types of clients, the AAEC concluded that teachers must develop materials. To test teachers' abilities to do so, we hired nine experienced ABE teachers and gave them time and money to develop supplementary or reinforcement reading materials. We found that they were unable to do so. When they tried to add all of the elements of readability--the length of words, length and complexity of sentences, number of times a new word is repeated, speed that new words are introduced, abstractness of words--to the elements of sequence of skills--word attack, vocabulary, all of the levels of comprehension skills--and tried to add adult interest and graphics, they

boggled. So we taught them and then they could do it. But then, of course, the materials that they produced were not teacher-made, but produced by trained curriculum specialists.

Next in Ohio, we compared strategies for and learning gains from these types of delivery of ABE--traditional classrooms, learning centers, and home instruction. Our traditional classroom consists of six hours of instruction per week (two evenings of three hours each) in which students all receive about the same instruction. They can take materials home. Staff are professional teachers. The learning center is open twelve hours per week. Staff consists of professionals and paraprofessionals. Instruction is individualized; however, clients can not take materials home. Home instruction is offered by successful ABE graduates trained as teachers who recruit hard-core homes, and diagnose, deliver materials to, and return each week to work with clients in their homes. The following table shows the comparative average achievement gains for the three types of programs for 100 hours of instruction.

TABLE 1

ACHIEVEMENT GAINS IN MONTHS FOR
100 HOURS OF INSTRUCTION

	Traditional Classrooms	Learning Centers	Home Instruction
Reading	8 months	19 months	24 months
Arithmetic	9 months	17 months	20 months

The gains in the noncognitive or attitudinal areas were phenomenal in home instruction. People developed hope. We have expanded that project to whole family education. Now home instruction aides offer ABE to parents, early childhood education to their preschoolers, and remediation to the school-age kids. All of the paraprofessionals have a back-up professional resource person and work out of a learning center. We also found that home instruction is surprisingly inexpensive in comparison to other delivery systems and that drop-out rates vanished since people almost had to move to drop out.

Kentucky

In Kentucky the AAEC first studied computer assisted instruction (CAI) in mathematics. While adults learned quickly with CAI, down-time on the machines was a constant problem.

Then the AAEC developed the first learning center in Kentucky in Lewis County on the Ohio River to study liaison between agencies offering services to the poor. We also studied self-evaluation by students of their progress at the Lewis County project, that is, how a student can set his goals and decide whether he is progressing toward them. We also developed a driver education course for low-literates in southeast Kentucky which I shall discuss in more detail later.

The AAEC did a feasibility study of the use of cable tele-

vision in Kentucky, Virginia, and Tennessee. As you may know, the Federal Communications Commission has decreed that large cable television companies must originate some of their own programming and a certain percentage must be public service time. One cable currently can carry twenty channels and has the potential of twice that number. That means if the company has the material to present, they can narrow-cast as well as broadcast. You could be watching a city council meeting, while your neighbors prepared for retirement, or received beginning reading instruction, or---with the new two-way capabilities---get the answers to a reference question, all at the same time and without leaving your living rooms. The AAEC is also working with Kentucky Education Television (KET) on preparation of high school equivalency (GED) preparatory materials for television.

Tennessee

In Tennessee the AAEC has developed a multi-media self-instructional kit for teachers to teach them the use of the CLOZE technique in measuring gain in reading comprehension skills.[4] The CLOZE technique basically consists of eliminating certain words from a passage to see if the student can fill them in. If he is familiar with and comprehends the

material he usually can fill in at least eighty percent of the blanks.

North Carolina

In North Carolina the AAEC is concerned with studying the self-concept of its clients. We know there are almost twice the achievement gains in the same time period from individual instruction than there are from classroom instruction, but we also know that gain in self-belief is far more important to our clients than gains in other skills. Does the isolation of self-instruction allow for growth in essential interpersonal skills? We are comparing totally individualized instruction with total small group instruction, using the Tennessee Self-Concept Scale. That data is not yet available.

South Carolina

In South Carolina we were concerned with the number of job openings and the number of unemployed who did not fit the jobs. We developed a communications catalyst who surveyed available training and job requirements of constantly open jobs and coordinated the two so that needed training was available and personnel men would refer job-seekers to training rather than stating that there were no openings. We found, however, that the chief reason for not hiring was poor work record. This was one of the reasons that the AAEC's definition

of adult basic education contains two areas---literacy skills and coping skills. Without the latter (coping skills) the individual does not seem to benefit much from the former (literacy skills).

Georgia

In Georgia we did a two-year recruiting study comparing

paid trained:
- ABE teachers
- college students
- public school teachers
- lay people from the community
- lay people connected with the ABE program such as teacher aides or succesful students
- VISTA's
- mass media

on number enrolled, the percentage of those contacted who enrolled, and the percentage of those enrolled who stayed in the program. Those connected with the ABE program in some capacity were more successful. First, they didn't oversell the program. Second, they were there to adjust the program to the needs of the new client. College students had problems recruiting the disadvantaged.

Mass media was found to be effective as a back up to person-to-person recruiting, but ineffective as the sole means of recruiting. Lamar Marchese, the AAEC media specialist, developed a recruitment kit with commercially-produced thirty- and sixty-second radio and television spots, and designs for billboards, promotional letters, newspaper ads, news releases, posters,

pamphlets, and cable television display cards.[5] He then studied the effectiveness of this saturation of media publicity. His data revealed that very rarely are disadvantaged people recruited only by the media. The pattern is that many students indicate that media was one source of information about ABE (thirty-seven percent). They usually indicate the contact of some personal source as playing an importnat role in their actual entrance into the ABE program. These AAEC findings have been replicated by health groups and many other kinds of agencies attempting to deliver their services to disadvantaged adults and are important considerations for librarians attempting to publicize their services.

The AAEC has also replicated the Ohio total-family home-instruction program in Georgia. There we found three times the gain in home instruction than we found in traditional classrooms.

Alabama

In Alabama the AAEC demonstrated learning centers in Bear Creek, and then in Etowah County studied 1) teaching machines; 2) use of video tape-recordings in instruction; and 3) the change in aspiration levels of ABE graduates for themselves and their families as they were trained as paraprofessionals. Finally the AAEC conducted an extremely successful demonstration of the selection, training, and use of volunteers as

recruiters and teachers in Huntsville, Alabama, using Church Women United volunteers. The volunteers became so reliable that they were able to keep a full-time learning center open into which they recruited twenty-seven black women who were virtually nonreaders and had them at the fifth grade level by the end of the year. The volunteers also recruited over 200 other functionally illiterate adults into Huntsville ABE programs.

Mississippi

In Mississippi the AAEC first did a study of what makes a good ABE teacher. Was it level of original training--elementary or secondary? The addition of ABE teacher-training? Whether they were themselves from the group they were teaching? Experience in teaching? Experience in teaching adults? No. None of them were statistically related to retention or holding power of students in programs; although, there was a statistical "trend" supporting in-service training of the ABE teacher. We do not know yet what makes a good ABE teacher, but we suspect it has to do with personality factors and the veiw of the client held by the teacher.

The AAEC has developed in Mississisippi a weekly low-readability newspaper containing international, national, state and local news and pertinent information from social service

agencies with the readability levels of each article available to the teacher. It was found that general newspaper reading increased with the use of the Appalachia News. The paper is printed at a minimal cost at a vocational training school which trains printers.[6]

The AAEC also developed a mobile learning center which spends two days a week in isolated industrial lots, two days a week in isolated housing developments, and two days a week at cross-roads stores, providing programs where none existed. A man and his wife act as a successful teacher-teacher's-aide-driver team for the mobile facility.

Future

The U.S. Office of Education Library Services is currently considering an AAEC proposal to open four model centers---two rural, two urban---which would combine public library services and ABE. Other outstanding proposals are for a telecommunications system using the new satellite, for several right-to-read community centers, for the development of a monograph on out-of-school adult reading instruction for ERIC (The Educational Research Information Center), and for a center for training trainers of workers with the aging.

With this background of the kinds of training, research, and demonstration concerns in adult basic education of one group,

the Appalachian Adult Education Center, let us consider the first questions of this institute:

The Functionally Illiterate Adult

Who Is He? Where Is He? Why Is He?

When I was asked to talk with you about functionally illiterate adults, my first question was not who is he? where is he? But where are You? What can I share with you that you have not already known or observed or thought about functionally illiterate adults? Or what could I reinforce that you already know? Where are you in your understanding of people who are different than you are now? How able are you to recognize and let go of your biases and defenses while understanding the defenses of others?

This conference is concerned with public library service to the illiterate adult and---quite properly---the first topic scheduled is the nature of our patron. I can assume you are concerned about public library service to the illiterate adult or about adult basic education because you are here. Some of you are concerned enough to be enrolled in a full year course to prepare yourselves for service in this field. I shall proceed, therefore, with the assumption that some of what I say is familiar to you and that we are reviewing together what we

know to insure a common understanding about the people we hope to serve.

Definition: Functional Illiteracy

To begin, our terms need definition. That is not easy. Functional illiteracy has as many definitions as there are people in this room. We know what total illiteracy means--it means that an individual cannot read or write even his own name in his native language. But what is functional illiteracy? Or functional literacy? Obviously, those terms mean that an individual cannot or can read and write and compute well enough to perform some function. So our question is "what function?" and the answer to that obviously differs with each person with whom we deal.

Originally in adult basic education circles we used a short-hand to define our clients which was related to their years of schooling. At the beginning of the recent surge of anti-poverty programs since 1964, the functional illiterate was defined as the person with less than five years of schooling. Many programs were initiated to raise reading proficiency to the fifth-grade level. You will notice the difference in those two phrases: five years of schooling and fifth-grade reading level. The early assumption that they meant the same thing have been put to rout. The Armed Forces, testing young men with the Armed Forces Qualification

Test (The AFQT, a kind of achievement and intelligence test), found that frequently people read from three to four grade levels below their number of years of schooling.[7] So the young man who dropped out in the tenth grade is probably reading around the seventh grade level. Actually the Human Resources Research Organization found that personnel who were Category IV and V men (I is high) with an average of over ten years of schooling were reading at the 6.1 grade level and computing at the 6.3 level.[8] The man who dropped out before high school, at the end of eighth grade, is probably reading around the fifth grade level.

The Army was one of several groups to find a great discrepancy between years of schooling and actual reading levels. An often quoted study of 680 women receiving ADC (Aid to Dependent Children) funds in the Woodlawn section of Chicago found that while only 6.6 percent had less than five years of schooling (8.8 was the average years of schooling), on a standardized test 50.7 percent read below the fifth grade, for an average reading level of 5.9. Also, although 57.5 percent of the women had started or completed high school or had some college, only 6.5 percent scored the maximum of tenth-grade reading level on the test.[9] The study was repeated in East St. Louis with the same results.[10]

Table 2

Results of Cook County Study

Years of Schooling	Reading Level on Test
8.8 average	5.9 average
6.6% below 5 years	50.5% below 5th grade
57.5% High School and/or College	6.5% at 10.0

With experience we have learned that the fifth grade reading level as measured by most standardized tests developed for children or adults simply is not adequate for accomplishing the functions of an independent adult in today's world---that is, independent economically, socially, and in other ways such as civically (which is probably the most important of all.) Therefore, the definition of functional illiteracy was amended to eight years of schooling, then to actually functioning at the eighth-grade level on a standardized test, and by this time, we included computational literacy or mathematics ability in the definition. You will note that we in adult basic education circles were not yet fussy about which standardized test and what functions could be performed with the kind ofgeneral literacy tested with those tests. As a matter of fact, we were

suspicious of, if not hostile, towards the literacy or ABE or basic skills portion---whatever your terminology---of job training programs because we were seeing people gaining the specific functional literacy needed to be a janitor or a welder or what-have-you and when that particular kind of work was unavailable or petered out, those individuals were, in effect, functionally illiterate again in relation to other kinds of work.

As of April, 1970, it might be said that the definition of functional illiteracy was raised to mean less than high school completion when Congress amended the Adult Education of 1966 as part of the Elementary and Secondary Education Act so that funds allocated for adult basic education could be used to help people attain high school completion, either by passing the GED (General Educational Development) examination or by receiveing a high school diploma. That legislation has ambiguous wording that says that those with eight years of schooling and below must be considered "first," so many states do not actually use the funds for high school level students, particularly since no additional funds have been allocated.

David Harman edited an issue of the Harvard Educational Review devoted to literacy education. Based on his studies, his definition of functional literacy was: a person sees

reading as a tool, acquires the skills, and uses them in activities meaningful to himself. Harman's conclusion was that over fifty percent of the American population were illiterate in some function they needed.[11]

Louis Harris and Associates did a study of the literacy level of Americans in 1971 for the National Reading Center. They defined literacy in terms of probability of survival in society. They found that thirteen percent of the population who were over fifteen years of age (or 18.5 million) were at the marginal survival level. Three percent (or 4.3. million) were at low survival probability. Tests used included tasks such as following directions for direct distance dialing or reading newspaper ads for jobs or housing. Missing ten percent of the questions rated one as marginal; more than thirty percent as low survival probability.[12]

Table 3

Louis Harris and Associates:
Findings on Probabilities of Adult Survival in Society

Probability	Percentage	Number
Marginal (missed 10%)	13%	18.5 million
Low (missed 30%)	3%	4.3 million

Both Harman and Louis Harris researchers were definitely referring to the functions for which the literacy skills were to be used. The definition of literacy or its opposite, illiteracy, really must be individualized to include the functions to which a particular individual means to apply his reading., writing, and arithmetic skills. If his skills are adequate to the task at hand, he is functionally literate, if they are not equal to the task, he is for the moment functionally illiterate. I don't know about you, but I am close to being functionally illiterate when I am trying to read, compute, and fill out my federal and state income tax forms. You may not have that problem but you may have problems with sociological, statistical, or some other kind of literature.

FUNCTIONAL LITERACY

RECOGNIZE

KNOW MEANING

UNDERSTAND TOGETHER

FOR SPECIFIC FUNCTION

COMFORTABLE TIME

COMPUTATION

I would recommend the above definition of the literacy of an individual. That is, his ability to recognize or call the words (word attack), know the meaning of the words (vocabulary),

and understand those words in combination (comprehension) in any reading materials connected with what he is attempting to do (function or task) in a comfortable amount of time (rate). Let us include computational skills as a part of literacy, too. The more crucial the task that he cannot do is to his and his family's livelihood and peace of mind, the more functionally illiterate we might consider him to be.

The functional illiteracy that you and I suffer in some area, probably does not hurt us as much as it does our patrons. Having agreed, I hope that we will define functional illiteracy in terms of the task at hand for the individual patron we are serving, let us for convenience' sake set a numberical cut-off point.

Let us say that the persons who can read and compute at the 10 to 10.5 level as measured on a standardized test such as the California Test of Adult Basic Education (the TABE) or the Iowa Test of Educational Developmetn (ITED) is less likely to suffer severe hardship from specific illiteracies in terms of the functions he must perform, because his skills will be advanced enough to allow for flexibility.

In considering grade levels of functioning, a couple of practical examples might be useful. Take the example of learning the rules of the road so that a person can pass an examina-

tion to drive that car needed to get to a place of employment. The AAEC did a readability study, using the Dale-Chall formula, of the drivers' manuals of the thirteen Appalachian states in connection with a project in Kentucky offering driver education to under-educated adults.

We found readability levels of driver manuals ranged from less than fourth grade level for a special simplified version of the North Carolina driving manual to 13.9 for both West Virginia and Maryland. The average reading level of the drivers' manuals of the thirteen states was 10.4. To be sure, some of those states offer oral examinations for non-readers, but if the examinee has not had access to the rules of the road, or at least to extensive tutoring by someone literate in this function, he probably will fail the oral exam. So literacy for one function---to learn enough of the rules of the road to pass a driver's test test---seems to require the tenth-grade, plus reading level recommended above.

For another example, the AAEC contends that people can pass the high school equivalency examination, the GED, with reading and math skills at about 10 to 10.5 as measured by the California Test of Adult Basic Education (TABE). Other agencies will argue that eighth to thirteenth grade level are sufficient or necessary. It is true that to complete accurately every

question on the GED, one must read over the thirteenth grade level, but passing scores in most states are at the point where twenty percent of high school seniors fail. As you may know, some high school graduates of the Newark, New Jersey, school system are functionally illiterate, and I found the same in testing graduates of inner-city high schools in Chicago in 1964.

As you probably know, the GED measures high school level reading skills, not course content, in the areas of literature, social studies, science, and grammar, as well as measuring mathematics competence (and having the reading skills to read math word problems is half the battle in the mathematics sections).

While the GED is in disrepute with many adult educators, the AAEC finds that in many parts of the United States, skills which allow for GED passes are high enough to be flexible and tranferable from one situation to another, so that the man losing one job is not back to functional illiteracy in terms of other available work. Also, the GED is a practical goal because many many employers will not consider applicants without high school completion. And many others who do not require high school completion explicitly will make judgments about the desirability of a job applicant in terms of his ability

to interpret written job instructions by the manner in which he completes an application or an entry test. In this example tenth grade literacy skills may make a real difference in the economic role or function a man is able to play.

What does all of this talk of reading levels as measured on standardized tests mean to librarians? I am, of course, not suggesting that you set out to test your library patrons, but I would suggest that you make yourself familiar with the levels and kinds of critical reading skills involved in reading at different levels, particularly the tenth grade level, to help in materials selection. Also, since we are defining literacy in terms of specific functions, I would recommend that you make a great effort to develop the questioning skills of a reference librarian. A fine reference librarian knows that her or his hardest job is asking the proper questions to find out what his patron wants to know---that is, what the function is that he is trying to perform with the help of the librarian.

If we have determined that a usable definition of functional literacy is reading, writing, and arithmetic skills which allow an individual to perform tasks he desires to perform, probably at or above the tenth grade level on an adult standardized test for many tasks, what about our second term, "adult"?

Definition: Adult--16 + and Responsible

The definition of adult is somewhat easier since we have some legal definitions to guide us. An adult is a person over sixteen years of age who has responsibility for himself and possibly for others. That means at least economic and social responsibility. The majority of in-school people would not qualify--at least high school and undergraduate students--because they depend financially on a family member.

Definition: Functionally Illiterate Adult

Therefore, a functionally illiterate adult would be a person over sixteen with responsibility forhis and/or others' upkeep who has trouble fulfilling his needs and goals because of his low level of reading, writing and/or computing skills.

These People: One Other Semi-definition or Caution

In adult basic education we refer to functionally illiterate adults as our clients or students; in library work we refer to our patrons. Please let us continue to do so and avoid referring to our patrons as THESE PEOPLE.

Let me tell you of an object lesson I had. At a national professional meeting devoted to strategies for training reading consultants to work with ABE programs, someone made a statement about "these people on the public dole and their excuses for

dropping-out of programs." Another participant arose and asked if the group could examine that statement with him. I expected him to list the reasons for drop-outs from ABE programs. His first question was, "How many people in this room have an incomplete Bachelor's, Master's or Ph.D.?" About half of the hands in the room went up. "Now," said he, "what were your excuses for dropping out? Was it because of money problems, conflicts with your work, conflicts with family responsibilities--were they complaining that you didn't spend enough time with them, lack of physical energy, feelings of incompetence, a crummy teacher? Were these excuses or adult reasons? The adult's first responsibility, of course, is not to attend educational programs."

Then he said, "Furthermore, how many of you have ever received a federal, state, or other public scholarship or fellowship?" More hands went up and he asked,"How is this any less on the 'public dole' than welfare payments? We have all kinds of fancy words to set us apart from our clients."

The terms "these people" and "those people" tend to set us apart from our patrons psychologically. After a person is designated as one of "these people" how can he--when can he--ever stop being? We have put him in a box, neatly labelled, and quite separate from us.

Who Is He?

A Man or A Woman

Who is he? Who is the functional illiterate? First off, he is just as likely to be a she. However, since we have only reduced Miss and Mrs. to Ms., and not Mr., Miss, and Mrs., to Mmm, I shall refer to Mmm as He.

Culturally Distinct

He probably belongs to an identifiable minority culture. The minority cultures, of which we are most aware in thinking of adult illiteracy are blacks, whites such as the Appalachian and Ozarkers, American Indians in all of their many tribes, and many Spanish-surname groups such as the Puerto Ricans and the Mexican-Americans. I personally do not consider non-English-speakers who are literate in their native tongue as functionally illiterate adults. Their problems are quite different, although admittedly they fit into our definition of being illiterate in terms of the tasks they wish to pursue in this country. Although most of us would be illiterate in Thailand, we would think of ourselves as needing to learn a foreign language, and we would probably have the language skills developed to do so.

Living in Poverty

He is probably poor. There are over sixty-five million adults in this country with less than a high school education.

Of those adults, there were in March, 1971, 13,323,904 employed men between the ages of 25 and 64. Although those thirteen million men accounted for only 35.2 percent of all employed men in that age range, they accounted for 62.3 percent of those with incomes below the poverty level of $3,000 annually.[14] That is, if a man can find employment and isn't on welfare or hasn't dropped out of the labor force, he is almost twice as likely to be below the poverty level if he has less than four years of high school. Those with few years of schooling also account for a disproportionate percentage of welfare recipients. If we hark back to our definition of functional illiteracy, we are making the assumption (an educated assumption based upon experience) that one reason for poverty is low literacy skills which prevent persons from being employable.[15]

Determination of Numbers

We don't know in functional terms how many he is, other than the sample surveys such as that of the Louis Harris group. The Bureau of the Census has not included any questions on ability to read and write in the national census since 1930. It has only included the indirect and inaccurate indicator of years of schooling. We do know that

according to the 1970 Census over 18,000,000 adults have less than an eighth grade education.

Adult Roles

In addition to being a needy man or woman from a culturally distinct group, the functionally illiterate adult is a person facing normal adult developmental pressures. He has all the roles to play that you and I must play--parent, spouse, church member, worker, friend, student, voter perhaps. Each of those roles must fit comfortably with all of the others if we are not to feel open to criticism. But our functionally illiterate patron is socially off-time in performing those roles.

Lillian Troll from the Merrill-Palmer Institute claims that one of the most common, and I might add insidious, biases of professionals concerns social time.[16] When should a man or woman complete his education? (The real question, of course, is does one ever?) What ages are the best for having children? When should people marry? Or change jobs? Our clients tend to do many of those things off middle-class social time, either earlier or later. And we unconsciously make judgments about the fifteen-year-old mother and the fifty-year-old beginning reader.

Defenses

Our functionally illiterate adult patron is probably a person with some rather well organized defenses and they will tend to be extreme. Those defenses may consist of apathy, or hostility, or almost pathological attachment to his family, or his ethnic group, or his religious convictions. He may stare at you, or challenge you, or shut you out. All of those defenses may be very necessary to him to separate him from chaos--and therefore it is very necessary to you that he maintain them as long as needful if you are to serve him.

Again, we need to ask the questions, "who are the functionally illiterate adults" and "who are we?" Are we secure enough so that we can accept hostility or indifference on the first few encounters without either putting down or being put down by our patrons? Do we have enough belief in our wares to be patient?

Adult Interests

Who is he--the functionally illiterate adult? He is a person interested in the same content areas as you and me--namely, medicine (health), psychology, economics, religion, sociology, history, and civics, in approximately that order.[17] In adult basic education we have terminology such as social living skills, or simply living skills, or coping

skills, or me-and-my money, me-and-my pocketbook, me-and-my job, me-and-others, or family and self-improvement. I am afraid that all of these content labels approach the THESE PEOPLE label--establishing psychological distance as though our clients couldn't possibly be interested in the areas that concern us. One difference, though, between our patrons and us seems to be that our patrons are more concerned with application in these content areas than with theory.

In the area of predicting adult reading interests, Don Brown commented about selection of titles by adults in adult basic education Level I (below the 3.0 grade reading level):

> Before the collection of the data it was presumed that one of the most highly preferred categories would be sports, adventure, and travel, since this seems to be an area of such great interest to remedial readers at the secondary level. It was also supposed that titles dealing with humor and animals would be of interest to adult city-core illiterates, largely Negro, who are often believed to be particularly blessed with a good sense of humor, and largely from rural backgrounds where contact with animals would be likely. [The data] indicates the lack of success in predicting these outcomes.[18]

As it turned out no titles were selected in the children-animals-humor category and hardly any from the sports-adventure-travel category. Science and math tended to be low interest areas too. As with other adults, those beginning readers in Buffalo, were concerned about what

made them and others tick--individually and in groups. However, it should be noted that Helen Lyman's findings differ somewhat from Brown's.

Dislikes Risk-Taking

One thing adults do not like to do--and our patrons do not differ from us in this respect--is to take risks, particularly risks that might make us look foolish.[19] In test-taking situations we will leave blanks rather than make even an educated guess, so it is often difficult for our teachers to determine what we have and have not learned. This tendency to avoid risk-taking increases with age, and you can see quite readily the implications this has in terms of starting a new educational undertaking such as approaching a library or librarian for the first time. As you know, if a large portion of adult functional illiterates use your services, it will be for the first time.

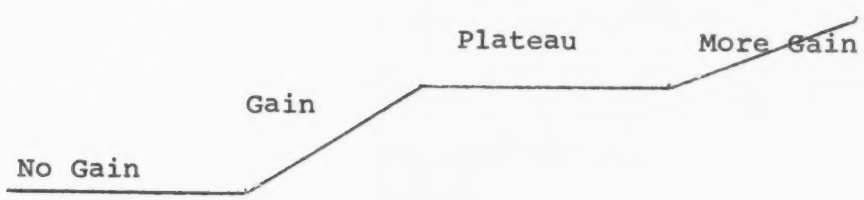
Not Library Users

AAEC studies of adult basic education students, who are presumably somewhat motivated since they are enrolled, show that thirty-nine percent have never visited a library. Ninety percent of the beginning level and of black students had never owned a library card.[20]

Beginning Learning Plateau

Another way our patrons are like us is that they tend not to learn when they first try to, which is a back-handed way of saying we seem to need some kind of readiness period after we have been away from structured learning experiences for a while, a learning set to acquire.[21] It amounts to a beginning plateau when nothing appears to happen and it often puts the adult, who feels tentative and uncertain enough about the whole endeavor, into a complete panic. We get many drop-ins or early drop-outs from programs that way.

Figure 2
Adult Learning Curve



Trouble Switching Attention

Still another way adults seem not to differ is that we have increasing problems in switching attention with age. Which means that the overdue gas bill or the delinquent child or wandering spouse is likely to block out interest in reading or much of any other kind of information-seeking behavior for a time.

How do our patrons differ from us as adults? The Human Resources Research Organization compared the Category IV young men they were training with high category men as defined by the Armed Forces Qualification Test.[22] These were their conclusions:

More Variable

They found our patrons more variable as a group than we literate types are. In any learning situation all of us in this room would be much more alike in our approach, timing, and end result than the same number of our patrons.

More Repetition, Prompting, Trials

Our patrons need two to six times more repetition of instructions. This can be difficult to accomplish without being insulting. Along the same line, our patrons need more encouragement; two to five times more prompting, and more trials to reach the mastery level for which they are striving.

Slower to Respond and to Reach Mastery

They are slower to respond. Northerners have a particular difficulty adjusting to this slow response. After asking a question we get jittery and want to fill the void if the answer is slow in coming. Our patrons also take two to four times as long to learn as we do. If we were both to start not knowing something, it might take two to four times

longer for him to reach the same level of mastery. However, on some tasks he will not be a slow learner, because he is variable even with himself.

Poor on Cognitive, Poor on Motor

Unfortunately, if our patrons are poor on cognitive or intellectual tasks they will also tend to be poor on motor or manipulative tasks. We have all heard of the boy who was dull in books but a wizard with engines. That was not the experience of HumRRO. They found a tendency toward a general deficiency and a need for remediation on every front.

Auditory Important for Learning

HumRRO found that three out of four of the young men studied learned more easily from listening than from seeing. It has been known for some time that we each have a favored mode or sense path for learning. It is not surprising that poor readers gather knowledge through their ears. However, that general deficiency mentioned above was reinforced by the findings that Category IV men were not efficient listeners either, even when they learned most efficiently through their ears. They seem to have a language problem in the decoding area, that is, they were somewhat slow and uncertain in deciphering what they were hearing.

The Air Force Human Resources Laboratory also found that an audio tape recording supplement to a career development course combined with simpler written materials significantly increased learning scores.[23]

Consider what this means to you as a librarian. It means multi-media, if you consider yourself an information dispersal agent rather than a keeper of a collection. There has been much talk lately about literacy's being passe and media's being the NEW WORLD.[24] I guess my reaction is Bosh. Print is too ingrained in our civilization for our patrons to be comfortable without it. Although they will be able to get an increasing amount of information through other media--and we must be absolutely ready to provide information through those alternate routes--they will always be a step behind without the tool of functional literacy.

HumRRO Methods

HumRRO discovered that the most efficient ways of training their low ability men was in a completely structured program that combined small steps, pictorial examples, simple language, time for practice, immediate feedback, repeated instructions, and virtually no lecture.[25] Many of these findings are important for materials selection and the design of library programs.

Problems with Intelligence Tests

One other way our patrons differ from us is that it is well-nigh impossible to test their learning potential, that is, to predict their success in a program of learning through an intelligence test. Our patrons gain twenty and more points on intelligence tests in a year's instruction which means that for our clients IQ tests operate more like achievement tests.[26] In training teachers for adults we usually recommend that teachers take the stance that all of their clients can learn, given time enough and ingenuity on the part of the teacher. Longitudinal studies of intelligence show that verbal intelligence increases with age. Verbal intelligence, of course, is what we are interested in in our business.[27]

Who Is He? He Is:

A man or woman who is probably from an economically deprived, culturally distinct family.

A person with many adult roles to play besides the information-seeking role he will play in relation to us.

A person who will probably be socially off-time.

A man or woman with a defense system which is difficult to breach.

A person with adult interests such as psychology, sociology, health, religion, or his pocketbook.

Hesitant about taking risks.

A person who has trouble getting started in new learning situations and has as much trouble switching attention as we do.

Probably more different from his peers than we are from ours.

A man or woman who in a learning situation will probably require more repetition of directions, prompting, trials, and general learning time.

Probably slower to respond, having many areas to learn with no truly strong areas to build from.

Able to learn more easily if he gets his information through several sense paths--which means multi-media materials.

Not a low-grade moron, but an adult capable of learning.

Where Is He?

He is everywhere. I have been dryly amused over the years by the educators from other western nations who have said most patronizingly, "Oh, you have a problem of illiteracy in the States? How odd. We don't have that problem," only to find two or three years later when they began looking around that they too were not reaching all of their citizenry. Canada is a good example. Between 1969 and 1972

they have discovered vast numbers of illiterates which I was assured did not exist four years ago. The same process also has occurred in many affluent areas of the United States. Our discrepancies will out.

Quite often functionally illiterate adults are grouped in the minds of professional educators by culture and geographic area, because these distinctions are at least slightly indicative of learning needs. Black clients are usually divided into inner-city and rural populations. Rural whites, however, especially Appalachians, are usually seen as a group whether they are presently living a rural nonfarm life or are in a city. One reason may be because Appalachians go back and forth between the mountains and the city a great deal.

American Indians are usually separated by those living on and off the reservations and further by individual tribe. Spanish-surname peoples are divided first by country of origin (such as Puerto Rico, Mexico, Cuba) and then, particularly in the case of the Mexican-Americans, by where they live or migrate from (such as Mexico, Texas, New Mexico). Also, there are all of the other non-English-speaking groups such as the oriental groups in New York and San Francisco.

Because he is poor, he probably must live in poor, crowded, dangerous, cold, unsanitary quarters. Although he

has a reputation for mobility, he probably does not care to go far from where he stays--which affects the delivery of library services. In metropolitan areas he is more likely to live in the core-city than in the suburbs. In the country he will probably be out of sight, which makes him easy for policy-makers to forget. Because he probably does not have a phone and moves from place to place in the neighborhood frequently until he is urban-renewaled out, he probably will be hard to locate a second or third time. This frequent moving in a small area probably accounts for his reputation for mobility. He is isolated, whether he lives down a dry creek bed or in a crowded ghetto slum. A large problem from the standpoint of this conference about where he is is that he is not readily available to you and your services.

Why Is He A Functionally Illiterate Adult?

In 1964 a professor said to me, "You must admit, Mrs. Hayes, that the vast pool of illiterates is intellectually inferior or they would have risen out of their morass." My reply was that I needn't admit any such thing; he was ignoring everything we know about psychological and sociological press--and I have found no reasons to change my mind to date, despite the views expressed by certain writers such as one at Harvard--unless one wants to redefine intellectual

inferiority. Which seems to me just another exercise in sophisticated put down. ("See, me is better than thee.")

Home Environment

Why are our patrons illiterate? You know as well as I do. Because they come from poverty where physical sustenance was more important than intellectual exercise and the relationship was not clearly evident. Because malnutrition retarded verbal development. Because seven kids in one or two rooms could not talk all of the time without their parents going mad, so they kept quiet and their oral development was retarded. Because when the little ones were sick the older ones had to stay home from school to care for them since there was no money for a sitter and if Mom stayed home she might lose her job and she certainly would lose a day's pay. Because there comes a time when that pair of gym shoes costs a day and half of Dad's wages and you are ashamed for your one outfit to wash and one to wear and Dad leaves home or is disabled and another baby comes and you quit and try to find work. (In recessions when teenage employment opportunities are low, the high school dropout rate goes down.)[28]

Maslow's Hierarchy

You will recall Maslow's hierarchy of needs. He said that there are at least five levels of needs:

Self-Actualization (Highest)
Self-Esteem
Belongingness or Love
Safety
Biological (Most Basic)

He claims that the lowest (basic needs) are the most urgent and must be met before the next level--and so on up to the highest level of self-actualization, which I think of as dream fulfillment.[29]

Meeting those levels of needs are seldom seen by the disadvantaged child or teenager as synonymous with or utilizing literacy skills, but in some ways they are, and many (but by no means all) illiterate adults have come to recognize that fact.

Biological and Safety Needs

Basic skills and safety needs certainly require some reading and writing skills--to be able to fill out an application form for the job that provides funds for food or to be able to read warning signs at seventy miles per hour.

Belongingness Needs

Perhaps belongingness needs do not require literacy skills except indirectly--that is, to fulfill belongingness needs, the basic and safety skills (requiring literacy skills) must previously have been met.

Self-Esteem Needs

In our highly industrialized and verbal society, quite often (unfortunately) self-esteem depends in part on reading skills. One can rail against that and say a man's value doesn't depend on his ability to read, but he will seldom agree with you. There will be, however, functions within his own peer group in which his lack of literacy skills does not affect his self-esteem, making his peer group seem increasingly inviting and the wider society in which he also must operate--which requires literacy skills--seem increasingly frightening and negative. He knows that many, many people can do what he can't do and, therefore, "out there" he is dumb. Which is not true, but our man would have trouble believing us. There is overwhelming evidence that there is small chance that his reason for not learning to read stemmed from an inferior brain. Almost anyone can be taught to read by someone who knows his business. They have even taught a monkey to read and to compose simple sentences.[30] The chances are much better that someone tried to teach him to read before he was ready to learn, or didn't know how to teach him; or that he felt he couldn't learn; or didn't want to learn in the years when instruction was offered; or that he was never offered instruction.

Self-Actualization Needs

Although there are millionaires who cannot read, self-actualization almost always demands high reading skills in this country. That is a statistical fact. Most people, when asked, define their desires in terms of something that requires money--even if it is in terms of leisure time activities. Although our young keep pointing out that salary level is not the best indicator of self-fulfillment, it is still significant that employed men with less than four years of high school earn only ten percent of the incomes over $15,000, and that percentage goes down to less than four percent for those with eight years or less of schooling.[31] We have a kind of atavistic nostalgia for the happy primitive and I have met a very few in the Appalachian hills, but as a generalization it is safe to say we need to be able to read well to fulfill ourselves in a technological society such as ours.

Fatalism of Poverty

Why Is He? Because he has a negative area where his self-esteem belongs so that he does not believe that trying to develop new skills will affect his environment and he doesn't have a model for a different life style. He does not know or believe in his alternatives. I don't know how

many of you have ever been truly hungry poor, but it does not take very many months of grinding poverty before the little prides begin to fall, before keeping clean just is not important, for example. Even those with a history of success, not third generation welfare, will lose their way and alternate between raging hostility and drawing into themselves in passiveness if they are poor enough long enough. Have you been aware what is happening to some of the children of the unemployed space technology workers in Seattle? Or to some of the young people who have "dropped out" of society in all innocence to lead "the good life"? There have been some tragic cases of downward social mobility. If that happens, and it does, to youngsters from parents with college degrees and some measure of affluence, what happens to kids who have never known what it felt like to be on top? A history or model of success can draw one on to more education, but our patrons often do not have those models.

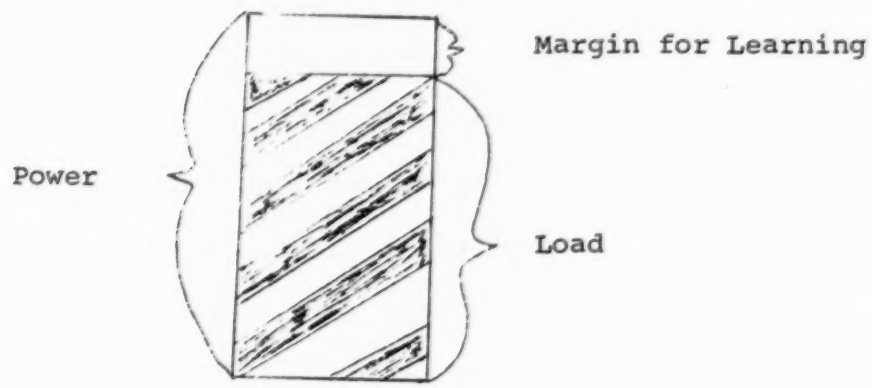
His Power and His Load

Why is he illiterate? Because he had only so much power to shoulder his load and there was no margin left over for learning. Howard McCluskey from the University of Michigan, who was responsible for the adult education por-

tion of the recent White House Conference on Aging, claims that each of us has a certain amount of power available to us to cope with all of our load--our job, our health problems, our family responsibilities, our anxieties, everything we must do--and only if there is some margin of power left over from dealing with the load of our lives can we learn. He claims there is no energy for learning if load equals power and that the organism (the man) cannot survive long if the load exceeds the power.

Figure 3

McCluskey's Concept of Power and Load



"Small" matters such as an officious clerk or librarian can narrow that learning margin by raising a man's anxiety level.

Conclusion

Public libraries and adult education agencies are becoming increasingly concerned about their non-users, func-

tionally illiterate adults. Opportunities such as this conference which offer professionals a chance to communicate about solutions to common problems are needed in abundance. I am grateful that I was invited to this conference and feel our agency, the Appalachian Adult Education Center, will gain more from the exchange than I can possibly give.

The review of AAEC work and findings provides a taste of the variety of concerns and activities with which one single service area (adult basic education) must engage in meeting the needs of functionally illiterate adults. Obviously, we are all limited by our imaginations. The AAEC could do much more, as could you, if we were more creative and resourceful. We must always assume that we have not yet thought the important thoughts, seen the important connections, and therefore not performed the important services. With those assumptions, perhaps we will be open to the ideas that will make our services effective to the majority of functional illiterates whom we do not yet reach. Presently, in ABE and training programs, we are only reaching about five percent of the more than 18,000,000 persons with less than eight years of schooling, not to mention the more than forty million more who lack high school completion.

We have defined the functionally illiterate adult as a person over sixteen years of age with responsibility for

his own and possibly others' upkeep, who has trouble fulfilling his needs and goals because of his low level of reading, writing, and computing skills. I have suggested tenth grade plus reading and computing levels as offering the flexibility of skills needed for many every-day functions.

We asked who he is and answered that above all he or she is an adult faced with adult roles and pressures and therefore interested in adult content, materials, or information. The tendency of professionals to assume a chasm of differences between the concerns of their patrons and their own personal concerns was seen as probably misguided and based on a lack of information and exposure to their patrons as people. We did, however, stress the importance of multimedia materials to allow for information intake through all sense tracks on the part of our ear-oriented and action-oriented patrons. And we discussed the fact that our patrons probably must resolve pressures from two groups--their distinct cultural group which impinges upon them immediately, and the wider society in which they also must live and from which they must earn their livelihood. We found that the functionally illiterate adult is probably a person who requires considerable time and repetition to

respond and to master skills and that he is easily discouraged when success is not immediate. We found that he is not necessarily living in poverty, but that the probability is too high that he is. We found that simply because he is an adult he has difficulty with achieving at the start of instruction, with switching his attention from one subject to another, and with putting himself into situations in which he might appear foolish or fail.

We asked where he is and answered that he is everywhere, but isolated from the mainstream and therefore difficult for professionals to find and to serve.

We asked why he is functionally illiterate and found that it was due to the press of situational variables such as crowded homes, too little money, too urgent needs at the basic level, and an off-timeness in his school endeavors, all leading to a defeating fatalistic feeling that he cannot control his environment or change his situation. We found that the pressure of his strivings and anxieties left little margin of energy for learning or intellectual exercise.

The philosophical question of priorities arises from time to time in educational endeavors--both in schools and in libraries. Should the professionals in those institutions be "specializing" in service to one group. One answer

is that we presently do specialize--in services to an educated or semi-educated group and that we need to extend our areas of specialization. In sheer numbers functionally illiterate adults are too many of us to be ignored. At the start of this talk I made the assumption that you are convinced of the large size of the group of your potential patrons and of the urgency of their needs.

One area we must develop is our salesmanship, our persuasive artillery for use on our fellow professionals who also set budget and service priorities but may be uninformed about or unconvinced of the need for and potential benefits from alternate services to new clientele. If we are serious about offering services to the disadvantaged, we must not blame our fellow professionals who do not see eye-to-eye with us; we must educate them. That education may be a provoking enterprise, but it is essential. We are no longer content to live with great discrepancies of privilege in this country, but to overcome those discrepancies we must convince both the poor and the not-poor that something can be done and help them to find the tools for exchange. There will always be discrepancies where there is free enterprise but the bottom of the range of privilege need not be at a poverty-stricken functionally illiterate level.

FOOTNOTES

[1]See Appalachian Adult Basic Education Demonstration Center, Final Report, August 31, 1970 (Morehead, KY: Morehead State University, 1970) for more detail about the work reported below. The 1970-71 annual report is in press.

[2]Husain Qazilbash, "A Dialect Survey of the Appalachian Region," Ph.D. dissertation, Florida State University, 1971.

[3]James Hensley and Harold Rose, The Relationship Between Anomie and Participation in Adult Basic Education (Morehead, KY: Morehead State University, Appalachian Adult Education Center, 1971).

[4]Linda Roberts, Russell French, and John Peters, Self-Instructional Teacher Training Package (SITT-P), Series in Reading: Using the CLOZE Procedure (Knoxville: University of Tennessee, Training Program in Adult Education, 1971).

[5]ABE Recruitment Kit (Morehead, KY: Morehead State University, Appalachian Adult Basic Education Demonstration Center, 1970).

[6]The paper was originally entitled The Appalachia News. It has since changed its title to Adult Education News and is published by the Vocational and Technical Education Center, Tupelo, Mississippi.

[7]U.S. Department of Defense, Office of Assistant Secretary of Defense, (Manpower and Reserve Affairs) Project One Hundred Thousand: Characteristics and Performance of "New Standards" Men (Washington, DC: December, 1969), p. 18.

[8]Howard H. McFann, "Training Strategies and Individual Differences," in William S. Griffith and Ann P. Hayes, eds., Adult Basic Education: The State of the Art (Chicago: University of Chicago, Department of Education and U.S. Government Printing Office, 1970), p. 79.

[9]Cook County, Illinois, Department of Public Aid, Division of Research Statistics, The Blackboard Curtain; A Study to Determine the Literacy Level of Able-Bodied Persons Receiving Public Assistance. Raymond M. Hilliard, director (Chicago: Science Research Associates, 1963), pp. 90-93.

[10]_____. First, They Must Read: A Study to Determine the Literacy Level of Able-Bodied Persons Receiving Public Assistance in East St. Louis, Illinois. Raymond M. Hilliard, director (Chicago: 1964).

[11]David Harman, "Illiteracy: An Overview," Harvard Educational Review, Vol. 40 (May, 1970), pp. 228-230.

[12]Louis Harris and Associates, Inc., Survival Literacy Study, conducted for the National Reading Center (New York: Louis Harris and Associates, Inc., 1971), pp. 70-71.

[13]Elwood Cornett, Final Report, Adult Basic Education Driver Education Program (Morehead, KY: Appalachian Adult Education Center, Kentucky State Module, 1971), p. 14.

[14]Department of Commerce, Bureau of the Census, Current Population Reports: Population Statistics Series P-20, No. 229 (Washington, DC: U.S. Government Printing Office, December, 1971), p. 30.

[15]Robert M. Fearn, "Labor Force and School Participation of Teenagers," Ph.D. dissertation, University of Chicago, 1968.

[16]Lillian E. Troll and Nancy Schlossberg, A Preliminary Investigation of "Age Bias" in the Helping Professions. A paper delivered at the Twenty-third annual meeting of the Geronotological Society, Toronto, Canada, October 23, 1970.

[17]Don A. Brown, "The Reading Interests of Adult Basic Education Students," in Griffith and Hayes, op. cit., pp. 106-108.

[18]Ibid.

[19]Jack Botwinich, "Adult Development," in Griffith and Hayes, op. cit., p. 20.

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LIBRARY MATERIALS FOR ADULT NEW READERS

Excerpts from a talk
reporting on the research project
Library Materials in Service to the
Adult New Reader
carried out at the Library School, University
of Wisconsin-Madison under a grant from
U.S. Office of Education
Department of Health, Education, and Welfare

by
Helen Lyman

The description of the adult new reader and the criteria for analysis of reading materials are based on findings from the four major studies in the Library Materials Research Project, which are the content analysis of existing materials, a survey of the adult new reader in a random sample drawn from participants and students in selected public library reading development programs and local adult basic education and job training programs, a study of reading materials within the context of use in national adult basic education and job training programs, and the analysis of indigenous literature for special relevance to the interests of the adult new reader.

Scope and Limitations

The Library Materials Research Project has investigated a problem on which no previous research has been done. The

LMRP's major concern has been the establishment of criteria for the evaluation of library materials in the context of use. The variables in any reading situation are multiple. Important factors include: the reader's motivation, the environment, the educational agency's services, the teacher, and the librarian, as well as the reading materials.

The reader's motivation is thought by some to be dominant. Studies of reading improvement programs emphasize that the real success of these programs depends on the individual reader's desire to improve the content and quality of his reading.[1] Limitations set on this research project have excluded direct study of these variables. Although the selected aspects of adult library use are investigated, it should be remembered that the Library Materials Research Project is not a study of adult use of the public library.

Assumptions

The basic assumptions underlying the study are:

1. the progress of the adult new reader from minimal literacy to an increasingly mature use of print is aided by the relevance of materials to his basic motivations, strong interests, value systems, life style, roles and tasks;

2. the continued reading of materials by the adult new reader serves as a reinforcement in the develop-

ment of basic reading skills and as a source of general information, enrichment, broader understanding, aesthetic pleasure, and immediate goal satisfaction;

3. the more that can be known about the adult new reader, his characteristics and reading behavior, the more effective can be the reading guidance service to him;

4. the standards for selection of reading materials, as they are commonly used by librarians, are inadequate for the analysis and evaluation of material for the adult new reader.

Definitions

In designing the study, the three major elements needed a precise definition which could set the necessary limits to their use in this research: the adult new reader, reading materials, and national programs.

The adult new reader is identified in terms of four characteristics:

- he is 16 years of age or over;
- his native language is English, or he is learning English as a second language;
- his formal education has not extended beyond grade 11;
- his reading level does not exceed that of the eighth grade.

Reading materials are those print materials that serve broad reading purposes, that place emphasis primarily on the substantive content rather than the development of reading skills, and that either have been prepared specifically for the adult new reader or are adaptable to his level of use and interests.

National adult programs are those educational programs suitable for the adult new literate that stress adult basic education and job training, and that may involve some study aspects which will use print materials or stimulate their use in independent reading.

Objectives

The main objectives of the research have been to:

1. identify and evaluate the reading materials being produced for and used by the adult new reader after the first stage of literacy to an eighth grade reading level; that is, bridging from literacy skills to independent reading habits;
2. identify the kinds of reading materials suited to the variety of categories of adult new readers;
3. develop criteria for the creation and evaluation of materials for the adult new reader.

The primary results of the research as envisioned in the design have been:

1. criteria for the evaluation and creation of reading materials with a handbook to serve as a guide to the use of the criteria, and to provide background information for understanding the adult new reader;

2. a selective, annotated bibliography of reading materials evaluated by criteria which have been developed by the research project for use by the adult new reader;

3. final summary reports on the research design and on the entire study;

4. reports on various and specific aspects of the findings.

In summary, several important elements are assumed. The adult must not only have the opportunity and desire to read to the full limits of his capability, but also the means and the knowledge of the content and character of the reading materials potentially of interest and accessible to him. The problem of guidance and support for the adult new reader's use of reading materials is related to two current limitations: (1) the difficulty and frequently failure of relating the reading materials to realistic situations and interests in the normal life patterns of adult new readers, and (2) the lack of appropriate reading materials because they do not exist, are inaccessible, or unknown. The

library profession's concern in this area which is delineated in the literature, is understandable because the library is a natural supplier of such reading materials in the everyday reading situation. The public, school, college or university all have a responsibility.

LMRP Adult New Reader - Summary

The adult new reader in the LMRP.

Black women are in the majority. Of the total, seven out of ten are women. There are men who are white, who are usually less educated and younger.

Age. The average age is about 33 years although in the National Programs Study the average is nearly 10 years younger (average 24 years). More than half are under the age of 35.

Education. The average education is about 10 years of schooling. Almost 60 percent of both men and women are continuing their education in adult basic education classes. Two-thirds of the respondents have between 7 and 11 years of schooling; one-fifth less than sixth grade, and one-fifth graduated from high school. The Black, younger men, but with more education, are in job-oriented programs. Fifty-eight percent are in adult basic education, 30 percent are in high school equivalency, 19 percent in the Work Incentive Program, and 13 percent in public library reading

development programs. It is significant, perhaps, that even the groups with 12 and 13 years of schooling are in the adult basic education. Hilliard found indications that functional literacy is not achieved until 13 grade level.

Employment. A majority of respondents are in the work force, and 45 percent are working. Three out of ten of the women keep house, and most are white women and somewhat younger than the Black women, of whom more are employed and are older. Another 25 percent are in school full-time.

Occupations. When respondents are grouped into the broad occupational categories, we find one-third in service, one-third in blue-collar and crafts, and another third in clerical and white-collar.

Specific occupations show a great diversity, and fewer professional and technical. Respondents have other expectations and aspirations about occupations. Almost six out of ten are considering getting into other work. A trend can be noted toward advancement or new positions in more professional and technical and clerical. Note the interest in library assistants; service areas are broadened further with positions of nursing, policemen, firemen, hospital work. This same trend holds true of the country as a whole.

Income. Incomes have wide range, from almost no income to

over $10,000. But more important is the relatively low income for individuals, $3,500 average; and for families, $5,000.

Residence. Number in the household averages about four persons. A very few had lived in the present locality or city for less than a year. Average is 24 years. One-third lived there from 6 to 20 years. Significantly, three out of ten persons have lived all their lives in the city.

Languages. The main language spoken and as a first language is Spanish. Various other languages have been identified: Greek, Polish, Italian, Croation, German, Russian. More than half of the respondents, as is to be expected of inner-city ghetto residents, identify Africa as their ancestral origin.

Interests. Adult new readers have many interests. Activities range from visiting with friends and relations to practicing judo or karate. Reading is important to 8 out of 10. Church and the movies are special activities. Few go to the "Y" or "YW." At least 9 out of 10 go to the public library, where they borrow books, ask for information, take their children. A few borrow or listen to records. Some meet friends there.

Music is an important interest. Radio musical programs

are noted by many men and women. Of special interest is religious and soul music; then jazz and rock-and-roll. Many are interested in classical, folk, and country music.

Clubs. Four out of ten are members of a club or group. Nearly half are union members; one-fourth belong to a religious group; and a small percentage are in Civil Rights, Veterans organizations, and parent organizations. Among these members, over a third have held an office in their organization.

Use of Communication Media. Everyone watches television. Radio listening by 95 percent. Newspapers are read by 93 percent. Eighty-eight percent read magazines. Fewer persons, 69 percent, read books. What are they viewing, seeing, reading?

Evaluation of Reading Materials

Traditional criteria for judging reading materials have been used to build library basic reading collections of interest primarily to white, middle-class readers. These collections meet the interests and needs of a limited part of the population, primarily students and more educated adults. Public and school libraries have extended services or initiated innovative programs to reach other segments of the population.

The criteria developed in the Library Materials Research Project are qualitative and quantitative standards for measurement to be used in the evaluation of reading materials and in reading guidance. This Materials Analysis Criteria is a checklist. It provides a guide for judging key points in various types of reading materials ranging from books to broadsides. It itemizes in convenient checklist form the aspects of reading materials to be judged critically. It serves as a guide for annotations which record specific aspects of the reading material.

The analysis of the content is the most significant part of the evaluation. Content is analyzed in relation to the adult roles portrayed, the values and attitudes in the material, and the treatment or manner of presentation. Readability is evaluated in terms of legibility, special features, learning aids, language, and readability score. The objective evaluation of language, as of values and attitudes, is most significant in judging any material. In the final analysis, only the perceptive, well informed critic, well aware of biases in himself as well as in the material can be objective.

Diversity in physical format of materials, as well as content, is of particular importance. Different types of

format frequently signify a type of content not found in the usual book and newspaper sources. The full range of various types of formats brings a dynamic quality to a reading collection. This type of material which is often ephemeral brings to collections current events and new information and ideas. Paperbacks and pamphlets, the popular formats, have cover appeal, ease of handling, and economy. They continue to increase the range of choices among authors and subjects, and make more accessible the old and the new. The booklets and leaflets are a convenient format for workbooks and programmed series. Many leaflets and forms are free or inexpensive, and available from business, government, and social agencies. They provide a range of information on daily problems such as social security, drugs, tax reports, legal procedure, and credit. Broadsides and posters are unique for content and format. Newspapers and newsletters are indigenous products from the community. They communicate information about local persons, events, and concerns not found in the metropolitan dailies.

THE ROLE OF THE SOUTHERN APPALACHIAN PUBLIC LIBRARY IN DEALING WITH FUNCTIONAL ILLITERACY

by
Evelyn Coskey

One of the more interesting Kanawha County Public Library Mobilibrary runs goes up Cabin Creek hollow. Though Cabin Creek appears to be very isolated, the West Virginia Turnpike runs parallel to it for some distance. Country music fans may also be familiar with its name: Billy Edd Wheeler, one of the better-known country musicians and composers of our day grew up on Cabin Creek and often speaks of it.

The entrance to the hollow is about twenty miles from downtown Charleston, the nearest city of any size. Before one reaches the turn-off, he passes through several fair sized towns for our part of the country. In the last of them, Chelyan and Cabincreek, are found the usual gasoline stations, a few small food stores, a doctor's office, a dentist's office, and the end of the bus line from Charleston. The nearest drug store and supermarket are in Marmet, about midway between Cabincreek and Charleston, and the nearest hospital is in Charleston. There is NO public

transportation up the hollow. The few stores there are usually coal company run general stores which carry good quality merchandise and food at prices somewhat higher than would be the case somewhere else.

When a motorist leaves the main road and heads up the hollow, he finds himself on a narrow, winding road which is not kept in the best of repair. Coal trucks coming out of the hollow keep it torn up a good bit of the time. The berm is very poor and at certain times of the year, the lack of a proper berm makes the road very dangerous. The legal posted speed limit is 40 m.p.h. and sometimes that is too high for safety. Cabin Creek is always in sight. At first the creek is clear but the further up one goes, the redder the creek becomes. Most of the time you can't actually see the strip mines but the red creek water is a reminder that they are there. As one goes up the hollow, he passes one small settlement after another: Ronda, Sharon, Miami, Dawes, Ohley, Eskdale, Leewood, Decota. Decota, about seventeen miles from the mouth of the hollow, is as far as the Mobilibrary goes and, with declining population in the area, the unit goes up there only during the summer. Some of the settlements are composed of attractive homes but at others there is increasing evidence of the exodus out of the area.

Cabin Creek used to be one of the major coal producing centers in West Virginia and a great deal of coal still comes from there. Today the trend is towards automation and strip mining. There is no longer the need for much manpower. Now whole sections of the Creek have taken on the character of ghost towns. At Eskdale, the school has long since been consolidated with others further down the hollow and many of the buildings have been abandoned. They still stand, falling deeper and deeper into decay each day. The only sign of progress in Eskdale--and not much of that is visible--is that the town is the home of the Cabin Creek Quilters, a VISTA organized group which is well on its way to national fame.

In part because of the rapidly declining population in the area, all schools above the sixth grade have been closed and the children in the upper grades are bussed out to East Bank, a round trip of nearly fifty miles for those living far up the hollow. The elementary schools are rapidly consolidating. Of nine schools a decade or more ago, only three remain. The quality of these schools is questionable. About 20 percent of the first graders must repeat the year and many of the older children are two to three years behind their grade level in reading skills. The remoteness of the area and the low socioeconomic level of those living there

makes Cabin Creek unattractive to quality teachers. Many of those who teach in the three elementary schools are passive about the lack of achievement of their students and, through their own apathy tend to perpetuate it. Cabin Creek has a very high drop out rate and the Army recruiting sergeant in Charleston tells me that the highest percentage of draft rejectees for mental reasons from this county come from there.

The totality of public library service on Cabin Creek comes when the Kanawha County Public Library Mobilibrary visits the area every second week. Few adults use the Mobilibrary. The exact cause has not been determined but distance, a lack of transportation, and a lack of high interest, low reading level materials are probable factors. The real readers on Cabin Creek have long since left the area. A school stop at the Sharon Dawes elementary school at Miami attracts a large number of children but it is generally acknowledged that many of them are more concerned with getting out of class for a short time than they are with books. The school, incidentally, does have an excellent Instructional Materials Center and a concerned woman in charge of it. She, too, is frustrated by the indifference of the teachers.

Though Cabin Creek is only one part of Kanawha County, what is true of that section in terms of library service is also true of a substantial part of the remainder of the county. We have an outstanding central library in Charleston, an expanding program in St. Albans and several small libraries in the adjoining towns but in whole sections of the county, library service is limited to the Mobilibrary. We are trying to correct the situation and, when funds become available, will do so. In general, the same could be said about public library service in much of Southern Appalachia.

Until about twenty years ago, library service in the whole region was quite poor, there were few graduate librarians and little interest in libraries outside of the larger population centers. Then more young people began to go away to college and more industry--but still not nearly enough--came in. People wanted more and better libraries. In 1956 the original Library Services and Construction Act was passed and this, more than any other single factor, make it possible to transform dreams into reality. Federal funding has made it possible for us to construct new buildings, has paid for training more librarians, paid for expensive equipment, and generally made it possible for the region to do more to upgrade public library service within

a fifteen year period than most other parts of the nation had done within the previous fifty years. Statistically speaking, Southern Appalachian libraries are still behind the rest of the country but we are catching up.

When questioned about their roles in dealing with the functional illiterate, most Southern Appalachian librarians will say something like this: "We know there is a problem and we should do more about it but most of the time we are too busy trying to improve our services to the reading middle class to spend our time working with minorities. Right now we just don't have the staff or the money to do both so we feel obligated to concentrate on the areas of the greatest need. And the middle class needs us more than the illiterate does." Such a statement may sound quite negative but there is an underlying concern for the functional illiterate. Quite a bit is being done for him in Southern Appalachia but little of it is currently originating with the libraries. Hopefully, a degree of cooperation between the libraries and the non-library agencies working with the illiterate can be developed in the near future.

State by state, this is a broad picture of what is taking place in Southern Appalachia in the way of programs for the functionally illiterate:

West Virginia

In West Virginia, there is a great deal being done with the functionally illiterate but, again, very little of it is in direct conjunction with the public libraries.

The only Literacy Council in the state is located in Charleston where the group has been moderately successful in teaching over a period of several years. The Charleston Laubach group is part of the overall program at the First Presbyterian Church. One of the librarians at the Kanawha County Public Library has been assigned to work with the Literacy Council, but, to date, little has actually been done. The Library has a separate collection of "advancement books" made up from the list put out by A.L.A. and these are housed in a separate section on the main floor of the library. Those most needing the books generally ignore them and there is some feeling, as expressed by several of the librarians, that the collection is too childish for the older new reader. Mr. Nicholas Winowich, Director of the Kanawha County Public Library, says that there is a possibility that Federal funding will become available for further work with the functionally illiterate.

In Cabell County, Miss Judy Rule, Assistant Director, writes that the only specific work done by the Cabell County

Public Library with the functionally illiterate takes the form of a bookmobile stop at a sheltered workshop for the mentally retarded. She adds that many functional illiterates use both the bookmobile and the Cabell County Public Library.

In the Moundsville area, in northern West Virginia, the Lutheran Church Women's Council has been active in the field of literacy education for some years. They operate under a national program of their church, are trained by a Laubach tutor trainer, and make extensive use of the Laubach materials. Mr. James Kee, area supervisor of the ABE center in Moundsville, feels that the women operate what amounts to a preparatory program for the regular ABE classes. Considering the type of student they get, he considers their work to be successful.

Currently, twenty-three women serve as volunteer instructors in the Moundsville program. In the last eighteen months, they have worked with about sixty adult students. Fifty-seven of these have been brought up to the literacy level, twenty-one have reached the level of the eighth grade and four have passed the GED examination. At the beginning, the average student in the Moundsville group read on mid-second grade level; now he is at the middle of the sixth grade. On an average, it takes forty hours of individual instruction to bring a student up to the next

academic grade level. All instruction takes place at the Adult Learning Center in New Martinsville in Wetzel County.

In McDowell County, there is an interesting, if somewhat complex, program which deserves attention. In 1965, a group of Appalachian Volunteers were repairing one and two room schools when they became aware of a complete lack of library facilities in the building. Enlisting the aid of both the P.T.A. and the Railway Express Agency, the AV's conducted a nation-wide book drive which ultimately brought over one and one fourth million books into Kentucky. Of these, about one million were good quality children's books. Those arriving by rail were shipped to Louisville under an arrangement in which a flat rate of $1.95 per shipped box was charged regardless of the point of origin. The remainder went to distribution centers in Barbourville, Prestonsburg, and Berea. A trained children's librarian donated her time and assembled the books into workable collections which were distrubuted to appropriate schools. Collections were designed in such a way that teachers could trade when they had exhausted one. In addition, the donated books were supplemented by a $15,000 donation from the American Home Library which was used to buy year-old sets of Compton's Encyclopedia. The encyclopedias also went into the schools.

All books were supposedly available to adults as well and in most instances went into areas which had little or no public library service.

Working out of Welch, the county seat of McDowell County, a group of people functioning as a branch of the Council of the Southern Mountains used these books to set up libraries in each of the eight community centers in the County. These libraries are still in limited use by the students in nearby schools.

In conjunction with the same program, this organization--considered by some to be a splinter group of the Council--conducted ABE classes from 1965-1968. The classes were held in the community centers and were financed under a grant from the Office of Economic Opportunity. It is difficult to get a clear picture of the exact causes but in 1968, OEO dropped the McDowell County group. Some say that OEO felt that it was not getting a sufficient return for the amount of money going into the project and decreed that the classes should be operated by the local Board of Education; the director of the McDowell County venture contends that the classes--which averaged an enrollment of 15 at each of the eight centers--were a failure because the teachers, almost all of them former public school teachers, were using the

same methods on the adults as they had used on the children. The community centers are currently still operational and are providing educational opportunities for sixty Mainstream enrollees and twenty-five NYC workers. The curriculum consists primarily of basic elementary school subjects.

One visible result of all of this is that the West Virginia Library Commission bookmobile began visiting McDowell County and still does.

On a state-wide basis, West Virginia has an excellent ABE program which was begun with Federal funding in 1966. For ABE purposes, West Virginia is divided into areas composed of several counties. There are thirteen area supervisors. In each area recruiters are sent out to establish need and centers are developed accordingly. In Charleston there are two: one is at the Garnet Adult Center in the downtown business district and the other at the former Cabell School in a low income neighborhood on the west side. Rural areas are served currently by smaller centers and plans are underway for teachers to work in the homes of their students in the more remote sections.

In order to teach under ABE in West Virginia, a teacher must have a minimum of 32 hours of education courses and in many instances, the teachers hold full time jobs in the public schools.

Students entering ABE classes for the first time are tested and those who are totally illiterate at the beginning of their work start by working with a tutor on a one to one basis. The others use a combination of classwork and programmed materials. Since there is ample Federal money available, much use is made of teaching machines. A series of supplementary books--including some put out by the Readers Digest--are used but no use is made of the public library in at least Kanawha County. One instructor in the program said that the materials they had were sufficient and the library was just not needed.

Presently under development in West Virginia is an expansion of the ABE program into correctional institutions and mental health facilities. Preliminary indications are that these attempts will be successful. To date, classes have been established at the Mental Health Center in Roney's Point in Ohio County near Wheeling and plans are underway to set up ABE classes in Weston State Hospital. The Roney's Point facility serves as a halfway house for patients discharged from Weston State Hospital. Students in the program there have not exceeded the third grade level and instructors have been specially trained in work with the emotionally disturbed and the retarded.

In addition, ABE classes have been started at Moundsville State Prison, at Pence Springs State Prison for Women, and at Alderson Reformatory for Women.

Another trend in West Virginia is the combination of ABE classes with regular post highschool and/or vocational training for older students. This has been very successfully incorporated into the program at the new James Rumsey Vocational-Technical Center in Martinsburg.

Partial results of the West Virginia Long Range Followup of ABE students, done by the Appalachian ABE Center at Morehead State University, would indicate that the program here has been very successful. The followup was done with a selected group of students and was intended to assess the value of the classes by the impact on and relevance to the economic, social, family, and educational lives of the students. It was also intended to provide a three year supportive program, somewhat in the nature of an alumni association. Incomplete data, as of February 1971, show that 85 percent of the 85 adults studied were more active in community and school affairs, that 96 percent of them had received their GED diplomas, in over 90 percent of the cases their children had improved school performances and that there were sizeable additions to family incomes.

Virginia

Statistically speaking, Virginia remains the weakest link in Southern Appalachian public libraries. Of her thirty-one Appalachian counties, eight have no public library service of any kind. In terms of work with the functionally illiterate the situation is about the same.

Roanoke, the only metropolitan area in Appalachian Virginia, has a few volunteers working on a one to one basis with adult illiterates and meeting in the public library. These people use library materials in an informal situation but the library provides neither special materials nor staff for them.

Miss Florence B. Yoder, Head, Library Development Branch of the Virginia State Library, writes that to her knowledge no specific work with the functionally illiterate exists in Virginia, whether in a rural or urban setting. She feels that libraries should not attempt to serve minority groups until they are better able to meet the existing demands on them. In her opinion, the present staff and financial situation in the Virginia public libraries is such that it would be impractical to take on the extra duties.

Kentucky

Eastern Kentucky, the part of Southern Appalachia most often considered synonymous with backwardness, is waking up. The Harlan Literacy Group is one of only two such councils in the state and Leslie and Letcher Counties, among the most remote and least populated in the nation, have recently begun programs to encourage reading and creative thought. These programs are aimed at the children but adults are getting interested in reading through their offspring.

In Letcher County, the Library Board planned and approved a self-funded program called Neon Area Outreach Service. The venture is to provide home to home service to those families having children enrolled at the Fleming Neon Day Care Center. Later it will be expanded to include service to all of the disadvantaged in the area. As soon as further funding becomes available, they plan to initiate a service called Direct Access and Delivery. In this, the emphasis will be on the mailing out of books to homes, offices, and businesses. Ordering will be permitted by telephone and post card. Each family involved will be issued a book catalog in the form of a small newspaper. Since so many in Letcher County live in normally inaccessible areas, it is hoped that the library can reach them by means of the

U.S. mail--still carried in on muleback in some sections. Optimistically perhaps, it is estimated that the library's annual circulation can be boosted by 100,000 books by the use of these methods.

In Leslie County, home of the world-famous Frontier Nursing Service, a pilot program is being conducted by the Leslie County Public Library which is intended to reach a representative sample of preschoolers and third and fourth grade children with audio and visual materials under the direction of a Spinner of Yarns from the library. This is somewhat along the lines of the work done in Berea over fifty years ago by the late Miss Henrietta Child. The older children will also work with a qualified fine arts teacher and several others in exploring a variety of media. The programs are all intended to correct previous deprivations and, possibly, prevent similar ones in future generations of children.

Not surprisingly, the most spectacular literacy education work in Appalachian Kentucky is taking place at Berea College. Berea has long been recognized as a leader in schooling those who lacked the more conventional opportunities. For many years Berea College operated a special program for the adult illiterate or functional illiterate

as part of their now-defunct Foundation School. When the need for these ungraded classes ended, the program was dropped but literacy education continued on a limited scale in Berea. Most of the work was done by a small group composed mainly of faculty wives who continued to teach the semi-literates on the college's work staff. The Laubach method was used in these informal classes.

In recent years Berea, like most other colleges in the nation, has been undergoing a transition. It still attracts essentially the same type of student that it always did--the one who lacks the means to get an education in the ordiway--and it still gets the majority of its student body from the Appalachian states. The only real difference between a Berea student and one from somewhere else is that the Berean is likely to be more highly motivated; he literally has to be if he is to survive at Berea. The required student labor program remains in effect, as it has for over 100 years but students are demanding more relevance, less busywork, in their labor assignments. So STABLE was both a logical and sensible outgrowth of conditions at the college.

STABLE, Student Taught Adult Basic Literacy Education, is a Federally funded program which has the support of the Division of Adult Education of the Kentucky Department of

Education and the local ABE directors. It was begun in June 1970 after initial funding was approved by the U.S. Office of Education; the request for funding had been made by Berea College and the Council of the Southern Mountains. The original grant has already been extended twice and it is hoped that the program can become a regular part of Berea life.

Under STABLE, student teachers are recruited through the normal student labor programs for work in a four county area which includes Madison (in which Berea is located), Jackson, Estill and Rockcastle counties. Students work in teams of at least two and are expected to cooperate with local community officials. The objective is to send out mature, suitable college students who will set up small classes to teach reading, simple math, and a variety of practical things, i.e. the correct way to apply for a job, work out a budget, buy with food stamps. Before they are allowed to teach, the student teachers are carefully trained in the Laubach method and given further instruction by both the STABLE director and the Madison County ABE director. They are also instructed in the local resources which will be available to them.

Though it is hoped that many of those reached by the STABLE program will eventually enroll in regular ABE classes,

STABLE does excellent work with those who, because of distance, family problems, etc., are inaccessible to the regular sessions. In at least the early stages, the Laubach materials are extensively used and are supplemented by a variety of things as the student progresses. Steck Vaughn is heavily used as is Follett's Systems of Success. Often the student teacher makes up his own materials as need demands.

Because of the many problems encountered, the STABLE program is considered only moderately successful to date. One student, Vernon Abner, enrolled with less than two years of formal schooling and is now regarded as STABLE's prize graduate: a father with five children to raise, he is currently a special student at Berea College, hoping to achieve a degree in agriculture.

North Carolina

North Carolina has always been a leader in both educational and public library work in Southern Appalachia, primarily because of the heavy emphasis placed on education by the predominantly English early settlers. Even today some of the strongest public libraries within the region can be found in North Carolina.

In the early 1960's there was considerable emphasis on work with the adult new reader through the North Carolina

public libraries. A number of libraries had specific programs for new readers but in recent years this work has been taken over almost entirely by the community colleges system. The public libraries frequently work closely with these schools. Except for a few, isolated, incidents the libraries no longer have special programs for adults who are learning to read. One of these exceptions is the Columbus County Public Library bookmobile which makes regular visits to ABE classes in rural churches and community centers to dispense easy reading materials. This program, outside of the Appalachian portion of the state, is operated with Federal funding.

The program conducted by the Cumberland County Public Library in Fayetteville (outside of Appalachia) could be called typical of the way in which North Carolina public libraries dealt with functional illiteracy a decade ago.

From 1958-1960 the American Library Association sponsored a Library Community Project. Eight states participated and selected libraries in each one served as pilot projects. In North Carolina, the pilot library was the Cumberland County Public Library. As the result of intensive studies made of the community under this project, it was determined that the first major problem which needed

attention was illiteracy--a formidable undertaking in terms of an understaffed, below par library.

In 1960, the library decided to sponsor early morning TV literacy classes which would meet at the library. There had been a series of such classes using Laubach films which had been conducted several years previously. The series was about to be discontinued and the library determined that it would be able to get access to the films at little or no cost. Class schedules were set up and the Gillespie Street Branch Library was decided upon as the most logical meeting place for the sessions. The help of a sorority, Delta Sigma Theta, was enlisted and the sorority agreed to take over most of the actual work. With the help of this group, the adults who needed the classes were located. The first student group, as was to be true with succeeding ones, was primarily composed of men. Most of them held menial jobs--street workers, farmers, janitors. Some lived considerable distances out in the country and in one instance a country school teacher brought them in by the carload. He continued to do this for several years.

In the beginning, members of the sorority did the teaching on a rotating basis. Since many of them were trained teachers, this was effective. In the second year,

the sorority hired a professional teacher but continued to help with the classes. Lessons consisted of a thirty minute film, of the Laubach series, followed by individual instruction. Later on other subjects and more advanced materials were added. Many of the students obtained their first library cards and a substantial number who had never used a library before enrolling in the classes have continued to read.

Over the next four years the program continued to grow and several other classes were added, one of them in an adjoining county. At one point, over fifty students were enrolled in the Gillespie Street class alone. Graduation exercises were held, people passed tests for driver's licenses, could register to vote, knew the excitement of writing their own letters for the first time. In 1965, the Fayetteville Technical Institute, part of the community colleges system, took over responsibility for the literacy classes in Cumberland County and in the nearby areas. Some classes continued to be held at the Gillespie Street Branch Library but the library ceased to have direct responsibility for them. Of this work, the Director of the Cumberland County Public Library, Mrs. Dorothy Shue, writes:

> During the four year period in which the library, through the volunteer work of local

people, kept the literacy program going, approximately 200 people learned to read, write, and do simple arithmetic. Probably our chief contribution, however, was that a desire for learning was created among the illiterate. It might be said that a climate for the success of future literacy programs was established during this time.

In our experience, the role of the public library which evolved in the developing literacy program was that of coordinator and co-sponsor. We served sometimes as instigator and as consultant. We supplied books and materials, a motion picture projector, classroom space, and arranged film bookings. The library had neither the funds nor the personnel for the actual teaching. Instead we found it feasible to work with community groups in this endeavor. A by-product of this necessity has been a closer relationship between the public library and community groups and agencies, and this in turn has led to a keener awareness of the library and its services and needs.

In present-day North Carolina, the work of the Nantahalla Regional Library in Murphy is more typical of the type of program being carried on. This library works in conjunction with the Tri-County Technical School which operates two Federally funded projects: Operation Main Stream and Four Square Community Action. In these programs, adult education classes are held for ten week periods in the communities in the three county area. Largely because the school is new and its library collection not yet up to par in all areas, the public library provides books and other supplementary materials for the adult education classes.

Tennessee

There is little visible literacy activity of any kind in Tennessee and the small amount that appears is found at the Chattanooga Public Library. The Chattanooga metropolitan area is of considerable size and includes some of Georgia.

Currently, the Chattanooga Area Literacy Movement conducts basic education classes for adults with less than a fourth grade education. In the past, these classes were held in space provided by the library but as library demands and parking problems increased, this was discontinued.

The Chattanooga Public Library still conducts tours for these people to encourage them to use the library as a means of exercising their newly acquired skill and to acquaint them with useful materials in the library's collection. The library makes a deliberate point of having materials for their benefit but does not shelve them separately. The library director, Mrs. Kathryn Arnold, feels that there are people on her staff who are qualified to work with the functionally illiterate.

At present, the Chattanooga Public Library is hoping to prevent future illiteracy by operating a preschool program called MORE--Making Our Reading Enjoyable. This is a Federally funded venture and encourages the child to become

more interested in books and the library via a variety of media. The program is conducted in selected day care centers and provides weekly activities for the preschoolers, most of them black. Books are provided for them to take home and have read to them by their parents. The usual rule is that the child must bring one book back in order to get another but this in many instances is not enforced. It is hoped that the program will instill in the child an interest in reading and make him library oriented.

Georgia

Perhaps coincidentally, the two states in which the most is being done to combat illiteracy with the public library taking an active role are the ones which, in addition to having some Appalachian sections, are also strictly southern states: Georgia and Alabama. Both share exceptionally high illiteracy rates--something common to most southern states.

In December 1971, operating under a grant from the U.S. Office of Education, Emory University's Division of Librarianship and Atlanta University's School of Library Service jointly sponsored a one day Institute on the Role of the Georgia Public Libraries in the Right to Read Effort.

Nearly one hundred librarians or library school students signed up for the sessions. Then nature intervened and heavy snow and icy roads all but wiped out the program. Nevertheless, the proceedings of that meeting show a great deal of thought and planning going into literacy education work in Georgia. Several definite proposals have already been submitted for funding and some of these involve the Appalachian section of the state.

Not too surprisingly, the most concentrated literacy education work in Georgia is being done in two of her largest cities--Atlanta and Savannah, neither of which is located in the Appalachian portion of the state. And, as is true of other states in the Southern Appalachian region, much of the emphasis is on the prevention of future illiteracy--i.e. heavy stress on children, particularly very young children--rather than on actual work with adults whose literacy level is below standard. It goes without saying that the Georgia program is designed for the whole state, not just the Appalachian portions. To see relatively little going on in the Appalachian segment means only that the needs in other sections of the state are considered more acute than those in that one portion.

Several proposals have been submitted for funding to Public Library Service, Georgia State Department of

Education, by county and regional libraries in the state. Application is for funds provided through LSCA Title I. The proposals cover the northern part of Georgia, an area which is served by fourteen regional and three independent library systems. Six of the projects are directly related to the Right to Read Effort.

The Sequoyah Regional Library, Canton, Georgia, an area on the border of Appalachia, plans to set up reading classes for adult illiterates and semi-illiterates in Cherokee, Pickens, and Gilmer Counties. The project calls for a course to be given in Canton by Literacy Action, Inc. to instruct interested citizens in the Laubach method. Actual instruction for the illiterates will be at the four libraries in the area with the feeling that these people will respond more favorably to a library environment than they would to classes held in a school. One teacher will be employed for each of the three counties. This will be either a person who has completed the Laubach training course or an adult reading specialist recommended by the county department of education.

The project will, for the first time, involve active community participation in a library sponsored venture--something which has not previously been attempted in this

area. It will involve consultation with and the cooperation of the three county departments of education, welfare services, health, ministerial associations, library trustees and staff. The involvement of previously apathetic people in a project to promote the welfare of the economically and educationally disadvantaged citizens of the area will not only help the latter but, as an important by-product, promote interest in libraries in general.

The Tri-County Regional Library in Rome, Georgia, in the Appalachian portion of the state, proposes a venture which will combine emphasis on work with the children with a definite attempt to make accessible materials for use with adults who are just learning to read. The project is being planned in cooperation with the boards of education in the three involved counties. Though the heaviest stress is being laid on the children and on materials through which parents can help children who have reading difficulties, guidance and accessibility to materials will be provided by library personnel and bookmobile service to those who need assistance in teaching adults and children how to read. Materials and special advisors will be made available to the school drop out and contacts scheduled so that he may enroll in a special course or take the GED test.

The Cobb County Public Library in Marietta, close to the Appalachian section of the state but not in it, has a comprehensive program which touches on the problem of illiteracy but does not concentrate on it. The Cobb County program is aimed primarily at the children of the disadvantaged in conjunction with heavy stress on library service to ALL of the disadvantaged. Work with the functional illiterate consists mainly of the placing of adult books with easy vocabularies in low rent areas and in cooperation with other community agencies, Literacy Action, Inc. for one. who work more extensively with the illiterates.

The other proposals submitted for funding have no bearing on the question under discussion.

Alabama

As is true of Georgia, Alabama is one of the two states which places the greatest emphasis on the problem of functional illiteracy in the Southern Appalachian area. Since 1950 census figures showed an illiteracy rate of slightly over 22 percent in Alabama--this has since dropped sharply--the interest in the problem is to be expected. In Alabama work with the functional illiterate on the public library level well predates ALA concern with the issue.

By what might be a fortunate coincidence for literacy education in Alabama, the state was the first in the nation to have its own educational television network. So Alabama was ready when, in 1957, the Kiwanis Clubs began to get things going. They began by sponsoring a literacy organization in the Muscle Shoals area, then forming similar groups in both Birmingham and Tuscaloosa. Soon the Kiwanis Clubs interested the Alabama Educational Television Network in showing a series of literacy education films which had been developed the previous year by the Foundation for World Literacy in Memphis, Tennessee. So they had ready-made, high-quality instruction available for their literacy education classes. The public libraries in the area provided supplementary materials for the teachers. In Muscle Shoals, the library provided a variety of books on the level of the first three grades and allowed the new readers to check out the books. For many, it was an experience in writing their own names and getting something in return.

The Educational Television Network was to play another role in the eradication of illiteracy in Alabama a few years later. In 1960, the Federal Government gave a grant to the state for an experiment, with an evaluation to be done later, in dealing with the elimination of adult illiteracy

by the use of television instruction. The project was administered through Florence State College in Florence, Alabama, and was designed to cover eleven counties in the northern part of the state. Under the project, the use of television instruction was supplemented by group viewing under supervision and by the use of project-supplied related materials. Some of these programs were continued until the inception of Federally funded classes in 1965. The project was written up in detail by its director, Nell Peerson of Florence State College, and published in 1961 under the title: An Experiment, With Evaluation, in the Eradication of Adult Illiteracy by the Use of Television Instruction Over a State Educational Television Network Supplemented by Supervised Group Viewing and by the Related Use of Project-Supplied Materials for Instruction.

Today, though Alabama public libraries do not operate a literacy education program under a formalized state-wide plan, much is being done to support ABE activities of the Department of Education and other agencies such as the Department of Pensions and Security which are concerned with the problems of illiteracy. Most Alabama libraries and bookmobiles stock books and other materials geared to the needs of the new reader. All have access to an out-

standing bibliography, "Supplementary Reading for Adult Basic Education Courses" which is put out by the Alabama Public Library Service. The bibliography places heavy stress on the problems of black Americans and indicates both reading level and interest level of each book listed.

Of special interest to Alabama librarians was a two day workshop held at the University of Alabama in September, 1971. The theme of the meetings was the Right to Read and the sessions were intended to make the people of Alabama AWARE--Alabama Working at Reading Excellence.

Conclusion

With only a few striking exceptions, librarians in Southern Appalachia are currently very much aware of the need of the public library to take an active role in the eradication of illiteracy but few have either the funds or the staff to do much about it. In time, almost all hope to do a great deal. Of all the states within Southern Appalachia, only Alabama and Georgia are making work with literacy education a NOW thing. A decade ago, North Carolina was a leading force in dealing with the problem but the work once done by the public libraries has been taken over, almost entirely, by the Community College sys-

tem. The libraries are active in providing assistance but they are no longer leaders in the field.

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THE READER DEVELOPMENT PROGRAM AT PHILADELPHIA FREE LIBRARY

by
John Axam

As its largely middle-class clientele flees to suburbia, the urban library must decide whether to pack up its services and follow this exodus, leaving only a skeletal system to handle the "bourgeois pockets," or whether to commit itself to the task of developing a new clientele.

Since the beginning of World War II, the black and, to a lesser degree, white poor from the rural areas, particularly in the South, have been flocking into urban communities at a rate that has been staggering. This mass migration has only recently begun to decelerate. Migrants from Puerto Rico and from foreign lands have added to this influx to the urban communities. The great majority of these new arrivals are neither book oriented nor library oriented. Many are not only undereducated, but almost wholly lack the basic communication skills needed to enable them to compete successfully in the larger society. Yet it is from this group that the urban library must glean its future users if it is to survive as a meaningful institution.

To insure its own survival the library must, in league with other social and educational institutions, play a much larger part in raising the cultural, educational and economic levels of the disadvantaged. The library must join, or if necessary initiate a massive war on illiteracy in the community it serves. It must affect the person who is not "turned on" by books in such a way that that person will become progressively enthusiastic about books and reading and will become progressively enthusiastic about the library and its services.

Realizing this the Free Library of Philadelphia decided to actively participate in the war on illiteracy. In April, 1966 an application for Library Services and Construction Act Title I funds which would be used to "establish a demonstration reading program to reach and significantly aid those needing cultural development," was submitted to the Pennsylvania State Librarian by Emerson Greenaway, former Director of the Free Library of Philadelphia. As a result, an initial appropriation of $30,000 was received and the project was launched in June 1967, and named the Reader Development Program.

The two basic objectives were: (1) To make available both book and non-book materials which will aid the disad-

vantaged adult and young adult with a reading level of eighth grade or below in overcoming the educational, cultural and economic deficiencies in his life, (2) To bring library services to thousands of other underprivileged Philadelphians who, because of the inaccessibility of libraries, apathy or a variety of other reasons have not made use of existing library facilities.

The second objective led to such interesting experiments as Home Collections, a Play Street Project and participation in teen center operations. However, this discussion shall be limited to objective #1, the provision of materials for the undereducated adult and young adult.

Administration

The Reader Development Program is an integral part of the Free Library of Philadelphia's Stations Department. This department which also includes the Bookmobiles, Deposit Libraries, and a sidewalk van project called the Free Wheeler, is responsible for library service to areas that are more than one-half mile from a branch library, the central library, or a regional library.

Budget

The initial $30,000 L.S.C.A. Title I grant was followed by an appropriation of $100,000 to carry the program through 1968. Subsequently an additional $140,000 appropriation extended the program through 1969. On January 1, 1970, the financial responsibility for the program was assumed by the City of Philadelphia with an initial funding of $100,000 appropriated by the City Council specifically for the program. The RDP budget is now fused with the budget of the rest of the library.

Of the first $30,000 L.S.C.A. grant $13,500 went for materials. Twenty-five thousand dollars of the $100,000 grant was used for materials. When the L.S.C.A. grant rose to $140,000 the book budget rose with it to $65,000. When the city assumed financial responsibility for the program at the $100,000 level the materials budget dropped to just under $28,000. Currently the Free Library is enveloped in a great fiscal crisis. Almost all book budgets have been slashed by at least 50 percent. However the RDP materials budget was cut by only about 20 percent and now stands at $22,000.

The greatest share of the remaining portion of the budget, of course, went and still goes for salaries. Equipment and supplies, however did get their share.

Staff

When at full strength the Reader Development Program operates with a staff of eight, three librarians, four assistants and an automotive driver. The various functions of the staff will be described further on.

Materials

I. Selection

The old library adage "the right book for the right person at the right time" is doubly relevant in work with the undereducated. A great deal of time is spent by RDP staff locating, identifying and reviewing materials so that it can be made available to that right person. The RDP Materials Librarian constantly scours publishers' catalogs, the various review media and other sources for likely material. A copy of each prospective title is ordered for examination purposes.

Periodically the RDP materials review committee meets to consider these titles. This review committee is made up of the RDP Materials Librarian who serves as the Chairman, the RDP Community Services Librarian, the RDP Director, and a representative from the Free Library's new book room. As examination copies are received, they are distributed among

the members of the committee. Each person reviews the material assigned to him and recommends it for rejection or purchase at the review meeting.

II. Types of Material Purchased

More than 95 percent of the book collection is paperback. Books in hardback are purchased only if the particular title or subject is in demand and is not published in paperback. The collection includes workbooks, teachers manuals, pamphlets and periodicals written on or below the eighth grade reading level.

The materials collection also includes phonograph records, taped cassettes and filmstrips which aid in meeting the informational and educational needs of the undereducated. This audio-visual collection contains a variety of subjects ranging from minority history, basic English and consumer education to baby-sitting and cooking.

The book collection also attempts to include a wide range of subjects. However, particular emphasis is put on such areas as basic arithmetic, basic English, history and culture of minority groups, general vocational training, consumer education and other related areas.

III. Ordering Process

The great bulk of the materials used by RDP are ordered directly from the companies who at present publish most of the book materials aimed at the undereducated adult and young adult. At present about 90 percent of the materials ordered come from these publishers. The other 10 percent is ordered through a jobber. Filmstrips, taped cassettes and a portion of the phonograph records used in the program are also ordered directly from the producing companies.

The entire ordering and receiving program is handled by the RDP clerical staff. At present no RDP material is handled by the Free Library's Acquisitions Department.

IV. Processing

The processing of material is kept at a very simple level. "Free Library of Philadelphia-Reader Development Program" and the RDP address is stamped on the inside back page. If a book pocket is desired it is pasted under the stamp on the bottom half of the book. One copy of each new title is sent to the Materials Librarian who assigns it a Reader Interest Category. Multiple copies are shelved in the stacks under the appropriate Reader Interest Category.

V. Duplication and Replacement

Titles approved for purchase are initially bought in multiples of from ten to 300, depending upon the potential need for and usefulness of the particular title. Replacement of materials depends upon the demonstrated usefulness of that material in work with the undereducated. Some titles are replaced as much as three times a year while other titles will never be replaced.

VI. Reader Interest Categories

All of the basic education and literacy materials purchased by the Reader Development Program are placed in one of the seven broad "Reader Interest Categories" listed below:

A) The Community:

Materials on civil rights, housing, schools, organizing and planning meetings and other related subjects;

B) Family Life:

Includes consumer education, money management, child care, home improvements, etc.;

C) Jobs:

Includes material on how to find and apply for jobs, job examination books and other job-related material;

D) Reading, Writing, Arithmetic:

Includes all of the materials related to teaching the communication skills;

E) Science and Mechanics:

Includes everything from the natural sciences to how an automobile operates;

F) The World and Its People:

Contains biographies, history, geography, travel, culture of the U.S. and other countries, and history and culture of minority groups;

G) Leisure Reading:

Fiction written for or that can be read by the undereducated.

VII. Demonstration Collection

The "Demonstration Collection" is a reference collection which has been set aside for the use of persons working with the undereducated. It is divided into three sections. The first section contains one copy of each title recommended for purchase. One copy of each title rejected for multiple purchase by RDP is placed in the second section provided it is written on or below the eighth grade reading level. Community workers are thus able to see other titles

and to decide if they wish to purchase these titles on their own. When the need for a rejected title is demonstrated, that title is reconsidered for multiple purchase by the RDP staff.

The third and smallest of the sections contains material useful to the professional in gaining insight into the educational and sociological needs and conditions of the undereducated.

Community Contacts

The Reader Development Program staff at the outset were faced with two ponderous problems. The first involved locating and positively identifying the undereducated. The second involved motivating the undereducated to use the material. Both these problems were solved through the decision to work through and with the organizations already working with the undereducated in the community.

Because a great many of the undereducated actively seek out training institutions, organizations involved in tutoring, and other similar agencies for the primary or secondary purpose of improving the basic communication skills, the RDP Community Services Librarian seeks out and visits as many of these organizations as is possible to tell about RDP services and to acquire information about each agency's objectives and needs.

The Community Services Librarian takes sample material to each appointment as concrete examples of the types of material that can be borrowed. The personnel of each agency is invited to send personnel to RDP headquarters so that they may examine all the materials in the Demonstration Collection in order to select those materials which they wish to borrow. More than 90 percent of the organizations contacted actually send one or more persons to RDP headquarters to select the desired titles.

Most of the well-known training and tutorial organizations were contacted by RDP staff. However many of the less well-known organizations and scores of agencies that RDP did not know about or that we didn't realize had need of the material contacted us. More often than not, more than one group in an organization borrows material.

In addition, individuals not directly connected with a formal adult basic education program have contacted RDP for materials. Most of these persons were seeking materials that would enable them to teach relatives to read. Others wanted the material for their personal use.

Each individual instructor is permitted to borrow up to 15 copies of each title and up to 200 total copies. Materials are loaned for periods up to a year.

Publications

Since its inception the Reader Development Program has issued several publications, all designed to meet specific needs of libraries and community agencies serving the undereducated and the underprivileged. Some of these publications are described below.

A) Pivot

Pivot, the newsletter of the Reader Development Program, contains information about organizations working with the undereducated, articles about techniques used by professional persons working with the undereducated, reviews of book and audio-visual material used by RDP, and other items of interest to people working with the undereducated.

Pivot is mailed to community workers in Philadelphia and to libraries across the nation. At present Pivot has a mailing list of about 1200.

B) Bibliographies

In January, 1971, the third edition of the RDP bibliography was issued. This bibliography is an annotated listing of the holdings of the Reader Development Program. It will now be issued every three years with annual supplements filling in the years in between.

The bibliography is divided into seven parts, each part listing material found in one of the seven reader in-

terest categories. As was Pivot, copies of the bibliography were distributed not only to libraries and agencies working with the undereducated in the Philadelphia area, but also went to numerous libraries throughout the nation. Requests for the bibliography have come from as far away as Australia.

C) Scholarship List

In early 1972 RDP issued the third edition of its scholarship list Scholarships Available to Black Students and Spanish-Speaking Students. Although this publication cannot be allied with work with the undereducated it has proved to be one of the most sought after of the RDP lists. As are our other lists, the scholarship list is distributed free of charge.

D) Other lists produced by the Reader Development Program include "A Penny Saved" a list of materials on consumer education, a filmstrip projector catalog and a catalog of 8 mm film projectors, and a subject listing of Black history and culture materials.

AN APPROACH TO READING PROGRAMS FOR ADULTS

by
David Alexander

One of the problems with serving the illiterate adult is a simple definition of what constitutes literacy. As an instructor in a GED preparation course, I tend to begin thinking of literacy in terms of an eighth grade reading level. Students who are below this level have less than a fifty percent chance of passing the GED tests according to our statistics. Even the math and grammar portions of this five part test require the student to read and interpret, and the reading grade level of GED reading tests in science and history ranges up to the college level. An overwhelming number of obstacles confront a reader with less than eighth grade comprehension ability, and it usually takes long and careful guidance in word attack skills in order to give the student at this level his fifty-fifty chance.

Of course, not everyone needs a high school diploma, but all jobs require some type of reading even if it is a custodian reading the label on a can of floor wax. Recently, I left a note in my car for the car wash man not to clean

the rear view mirror since it vibrates loose too easily. He ripped the note off the mirror and cleaned it anyway. I was angry until he explained that he couldn't read at all. He said, "If I'd a known when I was in school that I couldn't get no decent job without readin', I'd a learned to read. But I tell ya- I ain't makin' no money nohow, so I wouldn't mind to be goin' back to school. I oughta be able to read somethin'." On another occasion an officer of our community council and I were being interviewed by an Internal Revenue Service agent. The agent was attempting to decide whether or not to grant our council a tax exemption. At one point the agent asked a particularly perplexing question which referred to page 4 of the document we had submitted. The officer tried to check the agent's reference by the reading the page. After several uneasy seconds the officer became agitated and said that he didn't know anything about that document. When the officer said that he had never seen the paper before, the agent pointed to the officer's signature on the last page. Needless to say, the exemption was not granted.

These two instances illustrate two important aspects of adult education. The first is the tremendous motivation most of our students possess. The second suggests one of

our biggest problems--the adult who cannot accept the fact that his level of reading is less than that of a high school graduate. Perhaps if more of these proud adults were aware that many high school graduates are functional illiterates themselves, a greater demand for adult reading programs would arise.

Due to the variety of reading problems and reading levels, our corporation offers three essential courses in its GED curriculum. The first is an advanced course for those who pre-test at better than grade 8.0 on the Iowa silent reading test. The emphasis in this course is improving comprehension--interpretation skills. The advanced students cover a great deal of content material so that I am really teaching reading in content areas with them. The GED prep course is for students whose pre-test grade levels vary between 6.8 and 8.0. Those lower than 6.8 are in a remedial reading program which features word attack skills beginning with any phonics work that is necessary and working up to dictionary use and vocabulary building.

However, my primary concern is the borderline student for whom the GED course is designed. This student may have 1.2 reading grades to progress to an 8.0 during the three month class. This student needs assistance in handling

content related concepts and vocabulary as well as test taking practice. While those in the advanced group progress with relative ease (90 percent have passed), only 54 percent in the GED prep group made it the first time they took the test. Eventually 72 percent of that total group had success as opposed to 50 percent of those doing remedial work. Thirty-three percent of this lowest group passed on their first try. Our statistics are quite good compared with most GED preparation classes and the results are far superior to public school education in terms of skill building and percentage of students who pass.

The process by which we prepare the two higher groups involves a four hour day five days per week. Two days are devoted to comprehension skills and two to content lessons in science, history and literature. The fifth day is for review and practice test taking.

However, the remedial reading course which includes all those below 6.8 is handled in a far different way. After an extensive informal reading inventory, several standardized pre-tests and frequent personal consultation, the student's reading difficulties are generally outlined to him. Then he is told which reading skills he will be working on. Generally the students work in groups of two

or three with one who is strong in phonics working with one who is strong in word structure so that each student has frequent assistance in one or two areas from his neighbor. Then the student is given an initial objective to complete during the week. They are in class six hours and they are expected to do some work out of class. This objective should be finished by the end of the second class. If it is, future instructional units are set up with this amount of work included. However, the objectives must be checked, also. A progress check determines whether the student moves on to new and more challenging materials, repeats the same kind of lesson or moves away from the original lesson for a time because it was within his ability to do but nonetheless seemed too frustrating. A great deal of the in-class time is devoted to oral reading of plays with instruction. Rather than merely teaching one rule at a time, the students are provided with rules which will be taught in subsequent lessons, and students who are working more quickly may go on to advanced lessons before the others have caught up. Soon each student is working on his own unit. However, the instructional units are similar at each level and this type of independent work simply requires the instructor to prepare materials before his first class. Nevertheless, some

adults need very special attention so that they receive exactly appropriate materials. Furthermore, an instructor should be adding to a word attack skills kit constantly and revising materials as is necessary.

In fact, selection of materials is a crucial portion of the program. It is difficult to acquire materials which have sufficient interest for adults at the remedial reading level even if the vocabulary is correct. The need for appropriate materials at all reading levels cannot be overemphasized. If the student enjoys what he is reading, he is going to read when he is not obligated to read. If he does not enjoy what he is reading, he will not even make progress while he is in class.

Of course, variety of materials is essential, also. Most of the materials which I use in class have been prepared by myself. They are chiefly one to five page reading selections which emphasize one reading sub-skill in one of the three content areas. The students answer multiple choice questions at the end of the selection as a check to see if they understood the materials and used the reading skill properly. Those who find difficulty with any one exercise are given additional work in that skill through the use of further exercises emphasizing the skill which they have not mastered.

Furthermore, all objectives, content lessons and reading skills are discussed thoroughly, to say nothing of vocabulary words. If the student does not have a clear purpose for doing the reading, then there is considerable anxiety over whether the reading he is doing is achieving his objective. This kind of anxiety is ruinous to improving reading. When any background or explanatory material is presented, the student is often challenged to discuss the explanation given with other students before an exercise is worked which involves the explanation. Whenever possible, an attempt at humor is made to relax the class.

Another important thing to remember is that honesty is mandatory in the student-teacher relationship. It is detrimental to the student to make any false pretenses regarding the student's work. If the student needs help in phonics and rejects that help as too elementary for him, it is necessary to be firm in guiding the student to see that the first step must be taken before future steps can be made. Self-delusion is eminently self-defeating for the student. The student should be encouraged to be honest with the teacher so that it is clear to the teacher when a student is having difficulties.

In relation to the idea that honesty is mandatory, it is equally necessary to show the student that you are doing

as much work for him as he is for himself. If the student must do an hour's homework, then the student expects you to correct that homework for him and return it as soon as possible.

Along these same lines, one must structure the class so as to indicate to the student that he is free to move about and be relaxed. However, some students cannot operate unless they are rigidly directed. Therefore, rigid directions should be delivered and then alternatives set up for independent workers. Those who feel secure with rigid guidelines should be given more individual attention than the independent workers generally because they are expecting it.

Further, it is especially necessary to praise all the good qualities of each student. In fact, it is sensible to avoid overt criticism without sacrificing honesty. With adults, all that is needed sometimes is a strong word of praise to sustain their usually high pitched motivation.

Finally, it is necessary to recognize that reading problems stem from physical, intellectual, emotional, environmental and educational difficulties. By the time the adult has entered the classroom, these experiences are a deeply rooted part of his past. Problems with multiple

causes often need solutions which are extensively varied. For instance, it is sometimes helpful to give students technical assistance with questions on their legal problems, financial problems, etc. They are often bothered by an incidental problem which will prevent any progress in the classroom until it is solved. Also, it is good to encourage the students to see the classroom as a place to escape to, rather than from. If they view the classroom as a place which is jointly a refuge from their normal cares and the eventual solution to their most serious concerns, the emotional, environmental and educational chaos which afflicted their past grows dimmer in their memories as it is replaced by healthy intellectual satisfaction.

COMMENTS RELATIVE TO PROJECT R.E.A.D.
THE DETROIT PUBLIC SCHOOLS ADULT
BASIC EDUCATION PROGRAM

by
Peyton Hutchison

The Detroit Public School system has sponsored Adult Basic Education classes since May of 1965. Prior to this time the school system provided, at a very nominal cost, educational programs for adults who were not academically prepared to pursue secondary work.

According to an "Analysis of Community Population and Survey of Community Resources," conducted under the supervision of Mr. Ray Ferrier, Divisional Director, Department of Adult Education, the City of Detroit, is 17 miles from East to West with a maximum distance of ten miles from North to South, contains over 300,000 adults 18 years of age and older who have not completed the eighth grade. The Adult Basic Education program is charged with serving these 300,000 persons located in a city whose boundaries encompass 139.6 square miles.

The clientele of our program is varied. We serve native born whites, native born blacks, persons from approxi-

mately 60 foreign countries in addition to a large number of Spanish speaking persons and a small number of American Indians. Our clients receive Adult Basic Education services in one of over 100 facilities which are located, with few exceptions, within the confines of the City.

Not unlike Adult Basic Education programs elsewhere, the Detroit Public Schools' Adult Basic Education program addresses the language arts and computational skills--hopefully in such ways so as to make our teaching have a positive impact on the lives of our students and their families. In Detroit, Adult Basic Education is defined as "Literacy for Daily Living." In our Handbook for Teachers we find these statements: "The quality of life in our democratic society is directly related to the achievements and contributions of all citizens. Citizens who lack the basic education skills often find it difficult to participate in political and civic affairs."

In addition, it states:

> As teachers we must be prepared to teach all adult students the many everyday literacy skills required to obtain rights, insist on respect, and enjoy dignity. These skills include: effective use of voting rights, making wise money choices, getting and holding a job, and assisting one's children wherever necessary. In addition, all adults need to be able to make wise choices

regarding myriad financial, social, cultural and employment concerns, as well as to be able to objectively select leaders who can represent their interests.

We in Detroit feel that whatever is taught in this Adult Basic Education program should have immediate, or near immediate, useful applicability.

Clientele

The Project R.E.A.D. program is designed to assist adults 18 years of age and older who academically function below the eighth grade level. In addition, the program serves persons 16 - 17 years of age whose academic level does not exceed the above and provided they are not enrolled in school and have not been enrolled for a period of 120 days. According to findings of the Initial Population Survey of Detroit's Adult Basic Education clientele, which was also conducted under Mr. Ferrier's supervision, the average age of our adult students is 42, with 55 per cent between the ages of 30 and 49. Seventy per cent of our population was of the female gender, 84 per cent were born in States other than Michigan.

Outreach Dimension of Project R.E.A.D.

Project R.E.A.D. is organized in a manner intended to be of maximum service to the individuals we serve. One of our major goals was to provide educational opportunities to all adults desirous of taking advantage of the Project's offerings and one of our major innovations was the manner in which the city was, for administrative and service purposes, re-organized to better serve adult students, establish and maintain contact with key community persons as well as to better serve the adult basic education staff. The city has been divided into four geographical regions, and each region is under the supervision of an outreach coordinator (See Continuing Education Office Organizational Chart). The unusual feature in this organization is that we have over 100 locations in which Adult Basic Education classes are conducted with 4/5 or 80 percent of our facilities being of an outreach (non-school) nature. Included in the outreach category are churches, union halls, factories, U.S. Post Office, housing projects, hospitals (for staff), rest homes (for staff), drug abuse centers, International Institute and a street academy.

Advisory Committees

Each outreach coordinator has organized a small, but hopefully effective, Adult Basic Education advisory committee. Each committee has four to six members, and each committee's composition includes at least one Adult Basic Education student. These committees should serve a dual purpose, (1) to assist the Adult Basic Education program in discovering the various ways it may better serve the community and, (2) as Mr. Milton Craighead, former Community Relations Officer, Detroit Residential Manpower Center (Job Corps) stated, "Committee members must have talents, information, and the "keys" to the doors and to the problems the program recipients (and potential recipients) are faced with and to gain community support for the program and its services.

Materials and Equipment

As do most Adult Basic Education programs, Project R.E.A.D. does use much commercially prepared materials; however, the Project has attempted to provide curriculum materials of merit by the following:

1. The Pacemaker - an adult newspaper, produced four to six times yearly, addresses some of the

major adult concerns. This organ is written at the intermediate reading level (4-6) by two experienced teachers.

2. a. Nosotros - a Spanish newspaper published bi-monthly
   b. The Michigan Chronicle, a Negro Weekly.
   c. Brochures from the city relative to subjects of import, i.e. consumer education, confidence schemes, etc.
3. The monthly Project R.E.A.D. Newsletter which emanates from the office of the Department of Adult Education
4. A Beginning Reading Series for Adults which consists of six books.

Recruitment

Those of us who work in the field of Adult Basic Education recognize that recruitment without retention is a process in futility. It seems that nationally, attrition rates in Adult Basic Education classes is a major problem and in need of innovative and effective programs to alleviate same. The following, nevertheless, are indicative of recruitment efforts made by this program:

1. Information and Invitation Flyers in places of business.
2. Radio - live and taped - using professional and lay persons.
3. Television - live and taped - using professional and lay persons.
4. Use of indigenous persons.
5. Voluntary ABE Speakers' Bureau.
6. Publicity and information in daily and weekly newspapers.
7. Intensive recruitment in selected areas.
8. Displays in foyer of Central Office.
9. Community Contact Agents.
10. School Community Agents.
11. Cooperative efforts with a variety of social, civic, governmental and individual organizations.
12. Buttonhole and, if necessary, proselytize key individuals.
13. Activities which draw favorable attention to the program, i.e. cap and gown graduation.
14. Indirect involvement in two "ombudsman" programs.
15. Total staff involvement in recruitment efforts.
16. Articles which appear in factory, union and block club organs.

Problems in Adult Basic Education

The writer is of the opinion that all programs regardless of their merit, quality, successes or acceptance, do, in fact, have some problems, the degree or seriousness of these problems is not under discussion. Should a program not have problems then that particular program, by definition, cannot grow or improve in any of its various components.

Project R.E.A.D. is not an exception to this rule. As previously mentioned, the Detroit Public Schools' Adult Basic Education program experiences some difficulty in retaining an appreciable percentage of its students. In addition to too high an attrition rate, the Project, although it does receive support from many key community leaders, agencies and organizations, could benefit from more effective linkages in some instances and the establishment of initial linkages in other instances.

In addition, there is the overall problem of evaluating the effectiveness of an Adult Basic Education program. We can tell you the number of people served, the number of graduates and the like, but we need to be able to demonstrate to what degree the program is effective in other respects. For example, how and to what degree has involvement in the program assisted in the acquisition of a paying position, or in what ways has an individual's family life

improved as a fringe benefit of involvement in the school system's Adult Basic Education program. Is one a wiser consumer, is he now registered to vote, does he transfer and apply newly acquired academic skills, knowledge and concepts to daily life situations? These are just a few of the many questions which need answers.

Further, we might consider, as a problem or failure, every student who elects to drop out of the program. This may be, in part, the fault of the program's administration and partly that of the staff. It may be that a small number of Adult Basic Education teachers need to "focus in" on the real needs and goals of students. It may be that teachers, administrators and others associated in any way with Adult Basic Education programs need to expand their perceptions of the various roles we have elected to play.

Successes in Adult Basic Education

Project R.E.A.D. has had some successes as we understand the term. I would imagine that a number of persons have realized their goals, short of receiving an 8th grade certificate, and in this sense these are successes. The number of these successes is impossible to determine.

Relative to known successes, we should like to note that we have reached in excess of 34,000 persons through

January, 1972; approximately 2000 adults have been graduated from the Adult Basic Education program. Many of these persons now attend secondary classes while others pursued or are preparing for the GED certification.

Further, the program has established a number of positive linkages with other bodies, but we recognize that it is imperative that considerably more must be done in this direction.

The Project has been very successful in publicizing its program via the mass media. Whenever we request that publicity be given Adult Basic Education, we can expect an affirmative response. Associated with the dissemination of information relative to Project R.E.A.D. was the production of a 16 mm sound film, in color. Incidentally, all adult education programs sponsored by the Detroit Public Schools were addressed in this film.

Finally, but of utmost import, is the support, encouragement and latitude given by my immediate superior, Mr. Ray Ferrier, Divisional Director, Department of Adult Education.

GUIDELINES FOR PUBLIC LIBRARY SERVICE TO FUNCTIONALLY ILLITERATE ADULTS

by
Genevieve M. Casey

In order to make practical and concrete, the insights gained from the presentations, exhibits, films during the Seminar on Public Library Service to Functionally Illiterate Adults, participants met in small groups to develop guidelines for public libraries in serving this special client group.

Participants considered the role and function of the public library in serving illiterate adults, special training needs in skills and attitudes, materials for the functionally illiterate, appropriate public library services and programs, and relationships between the public library and other community agencies engaged in Adult Basic Education. After the discussions, the group reached concensus on the following guidelines:

1) The Public Library should place high priority on develing services for the functionally illiterate adult.
2) The Public Library should not offer direct instruction in reading but rather should provide a linkage between

the functionally illiterate adult and existing reader development programs.

3) The public library should assume a catalytic role in encouraging the establishment of Adult Basic Education programs in the community if they do not already exist.

4) The public library should support adult basic education programs with materials and special services.

5) Librarians serving functionally illiterate adults should be "people-oriented," and have personal qualities of patience, sensitivity, flexibility.

6) The library staff should reflect the ethnic composition of the community it serves.

7) Librarians should have a thorough knowledge of the community and its resources and a professional knowledge of all available materials in all media.

8) Library staff should be able to communicate with the functionally illiterate client in such a way as to give him confidence in using the library.

9) The library should offer in-service training to the staff to give them awareness of the needs of the functionally illiterate adult.

10) The library should hire or develop a reading specialist to seek out suitable materials and to promote programs and services for the functionally illiterate adult.

11) The library should give high priority to determining the reading interests and reading levels of its actual and potential users.

12) The library should provide materials for the illiterate adult which reflect his contemporary problems and life-style.

13) The library should provide materials in audio and visual form as well as print.

14) The library should acquire bibliographies of material recommended for the functionally illiterate adult and conduct a continuous evaluation and review of the collection.

15) To inform functionally illiterate adults of public library services, the library should use a one-to-one personal approach as well as announcements in the mass media.

16) The library should maintain a two-way communication with adult basic education agencies in the community, becoming acquainted with their programs, goals and objectives.

17) The library should offer workshops on how to use the library for staff and clients of adult basic education programs.

18) The library should aid adult basic education agencies in evaluating materials.

19) The library should deposit materials in adult basic education agencies as well as make them available in the library itself.

ADULT BASIC EDUCATION--CRITERIA

by
Michigan State Department of Education

Specific criteria to be followed in approving programs will include the following with priority being given to the program utilizing more of the criteria.

1) The degree of educational deficiency of the adults to be served by the proposed program in relation to those in other areas of the state;
2) The degree of poverty and underemployment of the adults to be served by the proposed program in relation to those in other areas of the state;
3) The degree and the extent that the program has been planned and will be conducted in conjunction and cooperation with the community action programs, work experience programs, VISTA, work study programs, Manpower Development and Training Programs, vocational education, and other programs relating to the anti-poverty effort;
4) The degree that the program utilizes qualified instructional staff, adequate facilities, equipment,

library materials, and guidance and counseling services;

5) The degree that the program provides health information and services through cooperative arrangement;

6) The degree that there are plans for recruitment and selection of students. Local educational agencies will determine the number of eligible persons to participate in local programs. Local offices of the Michigan Employment Security Commission, Michigan Department of Social Services, and Bureau of Social Aid will be asked to provide such information as they might have to assist in the recruitment of persons most in need of basic education;

7) Cooperation in anti-poverty efforts;

8) The degree that the program incorporates the results of research into action as a way of improving techniques;

9) The degree that the program encourages and incorporates innovative instructional methods;

10) The area specified to be served by the proposed program will be reasonable in terms of size and number of persons to be served, including the

degree of effective administration and supervision encouraging efficient and economic operation.

11) Local educational agencies will assess participants no tuition charges for instruction nor fees for materials used in the program. This policy shall apply to non-residents as well as residents of the local educational agency's service area;

12) The degree that program encourages cooperation with other agencies, organizations or institutions. The local educational agency conducting each program of instruction shall cooperate with and utilize the services of libraries, health and welfare agencies, employment offices, other educational agencies and other agencies, organizations and institutions, both public and non-public, to the extent necessary in recruiting adults in need of basic education and in carrying out its plans for adult basic education in accordance with the objectives and provisions of the State plan;

13) The degree of soundness, quality, duration, and intensity of instruction. Each local program of instruction will be based on a consideration of the degree of inability of adults enrolled to read and

write English and the extent of their other basic educational deficiencies, and will include a planned logical sequence of those essentials of reading, writing, and other basic educational skills and competencies deemed necessary for the individual enrolled to overcome such inabilities and deficiencies and to adapt to and function within contemporary society.

Each program of instruction will be sufficiently extensive in duration and intensive within a scheduled unit of time to enable the student to develop the basic educational skills and competencies necessary to attain his educational objective. The minimum time for each instructional phase of the adult basic education program by grades shall be as follows: grades one through four (1-4) shall be offered in not less than 120 hours of classroom instruction, grades five through eight (5-8) shall be offered in not less than 120 hours of classroom instruction. The duration of instruction will vary according to the basic education system used and only minimal limits are hereby established. Because Michigan educators regard

attempts at standardization as unwise, it appears that local educational agencies will exercise wide latitude in the types of programs to be offered illiterate adults.

PUBLIC LIBRARY SERVICE TO THE FUNCTIONALLY ILLITERATE ADULT--A LIST OF BOOKS, PERIODICAL ARTICLES AND FILMS

by

Library Science Students,
Wayne State University

Books:

Havighurst, Robert J. and Orr, Betty. Adult Education and Adult Needs. Chicago, Center for the Study of Liberal Education for Adults.

Hiatt, Peter. Public Library Service for the Functionally Illiterate: A Survey of Practice. Chicago, American Library Association, 1967.

Lanning, Frank W. and Many, Wesley A. Basic Education for the Disadvantaged Adult: Theory and Practice. Boston, Houghton-Mifflin, 1966.

MacDonald, Bernice. Literacy Activities in Public Libraries. Chicago, American Library Association, 1966.

Martin, Lowell A. Baltimore Reaches Out: Library Service to the Disadvantaged. Baltimore, Enoch Pratt Free Library, 1967.

Monroe, Margaret E. Library Adult Education: the Biography of an Idea. New York, Scarecrow Press, 1963.

Otto, Wayne and Ford, David. Basic Literacy Programs for Adults: A National Survey. University of Wisconsin, Research and Development Center for Learning and Re-education, 1966.

Otto, Wayne and Ford, David. Teaching Adults to Read. Boston, Houghton-Mifflin, 1967.

Smith, Helen Lyman. Adult Education Activities in Public Libraries. Chicago, American Library Association, 1954.

Films:

Each One Teach One. Color, 20 min. 16mm. Committee on World Literacy and Christian Literature, 1953.

This film explains Frank Laubach's "each one teach one" program designed to combat illiteracy in the world. He demonstrates in the film the methods he utilizes to teach reading to illiterate adults. This film would be useful to teachers who are interested in teaching reading to illiterate adults.

Freedom to Learn. Black and White. 17 min. 16mm. National Education Association, 1966.

This film represents the educational activities and facilities of the State University of Iowa. It stresses factors in the learning environment which allow freedom to learn, and are conducive to learning. This film would prove helpful to teachers who are attempting to develop adult basic education classes.

Illiteracy--A Social Problem. Black and White. 35mm. filmstrip with captions. Visual Education Consultants, 1969.

This film stresses that nearly one-half of the world's population, 15 years and over, can neither read nor write. It shows the problems faced by nations whose people are predominately illiterate and gives background information on the problems that illiterate people face.

Learning about Learning. Black and White. 30 min. 16mm. National Educational Television, Indiana University Audio-Visual Center, 1969.

This film presents psychological principles involved in the learning process, attempts that have been made to discover what the learning process is, and the laws that govern the process. This film would be helpful to teachers who are working with illiterate adult learners.

Learning from Visuals. Color. 35 min. 16mm. American Institute for Research, 1969.

This film presents practical ideas for the preparation and use of visual materials in education. It gives examples of how various functions serve in instruction, and illustrates how the behavioral principles underlying programmed instruction may be applied to the use of either static or dynamic visuals. This film would be helpful to teachers who plan to utilize audio-visual materials in working with illiterate adults.

Make a Mighty Reach. Color. 48 min. 16mm. Institute for Development of Educational Activities, 1967.

The emphasis in this film is that new ideas in education must be aimed at making learning easier and more efficient by, in a sense, merchandising education on the basis of the individual's abilities. This film will be useful to teachers in helping them to develop teaching techniques for work with illiterate adults.

One Step at a Time. Color. 25 min. 16mm. American Institute for Research, 1966.

This film presents an introduction to teaching machine concepts, the psychological and educational background of programmed instruction, how the techniques were developed, and how programs are constructed. The film will be useful to teachers who plan to utilize teaching machines in work with illiterate adults.

Poverty in Rural America. Black and White. 29 min. 16mm. U.S. Dept. of Agriculture, 1965.

This film gives background information on the problems of the 'hidden Americans'; the 16 million poor who have been bypassed in this Nation's drive toward affluence. It shows what many rural communities are doing with government help to provide education, job-training, industrial development, and self-help projects.

Reading for Beginners--Word Shapes. Black and White. 11 min. 16mm. Coronet Instructional Films, 1969.

This film explains that each word has its own special shape that comes from the number and position of its letters. This film could be utilized as a teaching tool for use with illiterate adults.

Sign On-Sign Off. Color. 20 min. 16mm. U.S. Dept. of Health, Education, and Welfare, 1969.

This film deals with the concept of computer assisted instruction. It shows the development of the concept and gives insight into uses and applications. This film would be useful to teachers who plan to utilize computer assisted instruction in teaching illiterate adults.

Step a Little Higher. Color. 18 min. 16mm. Institute for Development of Educational Activities, 1956.

This film documents the Cleveland Reading Center Project, an inner city adult education program. It would be useful to both teachers and librarians who plan on working with illiterate adults.

The Right to Read. Color. 28 min. 16mm. U.S. Office of Education, 1970.

This film shows the problems of illiteracy in human terms, what is being done, and what can be done to develop the reading capacity of illiterates from all walks of life, in communities, and in all regions of the Nation.

Periodicals:

Albertus, U. "Role of libraries in the functional literacy programme; library service for new literate." UNESCO Bulletin Library, XXIV (July, 1970), 201-4+.

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Warren, M. "Literacy Librarian: case studies of experiments in Dallas." Wilson Library, XLV (November, 1970), 278-84.

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Cram, David. Explaining "Teaching Machines" and Programming. San Francisco, Fearon Publishers, 1961.

Dorsett, Loyd G. Audio Visual Teaching Machines. Englewood Cliffs of New Jersey, Educational Technology Publications, 1971.

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BACKGROUND READINGS ABOUT ADULT NEW READERS

by

Helen Lyman

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Gottlieb, David and Heinsohn, Anne Lienhard. America's Other Youth: Growing Up Poor. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

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Griffith, William S. and Hayes Ann P., editors. Adult Basic Education: The State of the Art. Chicago: University of Chicago, Department of Education, and U.S. Government Printing Office, May, 1970.

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Indian Voices: The First Convocation of American Indian Scholars. San Francisco: The Indian Historian Press, 1970.

Irelan, Lola M., editor. Low-Income Life Styles. U.S. Department of Health, Education, and Welfare. Welfare Division, Division of Research Publication no. 14, Washington, D.C., U.S. Government Printing Office, 1968.

Klare, George R. The Measurement of Readability. Ames, Iowa: Iowa State University Press, 1963.

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Valentine, Charles A. Culture and Poverty, Critique and Counter-Proposals. Chicago: University of Chicago, 1968.

Wakefield, Dan. Island in the City: Puerto Ricans in New York. New York, Corinth Books, Inc., 1957, 1958, 1959.

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PUBLIC LIBRARY SERVICE TO THE ILLITERATE ADULT

McGregor Memorial Conference Center
Detroit, Michigan 48202

March 9-11, 1972

EVALUATION

(a Form Developed by Participants in USOE/Wayne State University Institute on Public Library Service to the Urban Disadvantaged)

Please help us to plan future institutes by carefully appraising this one. Your candid and frank judgments will be of great value.

PART I

Indicate your appraisal of each session by circling the appropriate number.

	Of no value			Of great value		Did not Attend or participate
THURSDAY						
Keynote Speech: "The Functionally Illiterate Adult..."	5	4	3	2	1	0
Adult Basic Education in Detroit (Panel)	5	4	3	2	1	0
Films and Discussion on Adult Basic Education (Evening)	5	4	3	2	1	0

PART I (Continued)

	Of no value				Of great value	Did not Attend or participate
FRIDAY						
Materials for the Functionally Illiterate	5	4	3	2	1	0
Public Library Programs for the Illiterate Adult	5	4	3	2	1	0
Guidelines for Public Library Service to Illiterate Adults (Group Discussion Reports)	5	4	3	2	1	0
SATURDAY						
Guidelines for Public Library Programs for Illiterate Adults	5	4	3	2	1	0

PART II

Indicate your appraisal of the following items by circling an appropriate number.

	Poor				Good
1. Choice of program subjects	5	4	3	2	1
2. Choice of speakers	5	4	3	2	1
3. Choice of methods of presentation	5	4	3	2	1
4. Choice of films	5	4	3	2	1

PART II (Continued)

		Poor				Good
5.	Opportunity to participate	5	4	3	2	1
6.	Physical arrangements for Institute	5	4	3	2	1
7.	Time and place of Institute	5	4	3	2	1
8.	Advance information about Institute	5	4	3	2	1
9.	Value of information kit	5	4	3	2	1
10.	Evaluation of exhibits	5	4	3	2	1

PART III

OVERALL EVALUATION OF THE INSTITUTE:

Please check the apprpriate statement.

_____1. Exactly what I needed

_____2. It had some merits

_____3. I am not taking any new ideas away

_____4. It was a complete waste of time

PART IV

Was the program practical? Yes_____ No_____

Remarks:_____

_____

PART IV (Continued)

Did you gain much from your informal contacts during the Institute? Yes_____ No_____

Remarks:_____

_____

Will you do anything differently at your library as a result of this Institute? Yes_____ No_____

Remarks:_____

_____

Should the Institute be repeated annually? Yes_____ No_____

Remarks:_____

_____

PART V

What subjects should be discussed at future Institutes?

1. _____

2. _____

3. _____

Are you a: _____Librarian--Public, Academic, School or Library Educator

_____Library Science Student

_____Institute Member (Public Library Service for the Urban Disadvantaged)

_____Other_____

Please make any other suggestions and comments which you feel may help us improve future Institutes.

Thank you.